

The Jesuit University of Southern New England

FAIRFIELD

**THE
GRADUATE
SCHOOL OF
EDUCATION
& ALLIED
PROFESSIONS
1982-1983**

Mail registration forms are available in the Registrar's Office. Please call or write for a copy. Full payment must accompany mail registrations.

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GRADUATE SCHOOL
OF EDUCATION
AND
ALLIED PROFESSIONS

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The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, religion, national or ethnic origin, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, or physical handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

This catalog pertains only to the Fairfield University Graduate School of Education and Allied Professions. It will be useful as a source of continuing reference and should be carefully saved.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records.

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Objectives

Fairfield University is an academic institution whose primary objective is the development of the creative intellectual potential of its students. This it does by providing: a respect for truth as the driving force of its community; freedom of inquiry on all levels as the best means for attaining truth; a humanistic and socially conscious environment as the setting for the learning, maturing and experiencing community. It welcomes all persons regardless of race, color, creed, sex, national or ethnic origin, or physical handicap who wish to actively participate in its community.

Its ultimate faith in truth as the standard for a university finds application in a dedication to absolute freedom of inquiry through promotion of a dialogue and concern for the crucial issues of our age.

The **Graduate School of Education and Allied Professions**, through its Teaching Division, is concerned with programs for elementary and secondary school teachers. It gives special attention — at all levels — to general problems of teaching: curriculum planning, methods of instruction, and development of teacher competencies.

The primary objective of the Division of Special Education is the training of teachers to serve the needs of children requiring specialized educational and behavioral management approaches to facilitate their reaching maximum learning potential.

The preparation of educational administrators presents responsibilities in the area of academic preparation, assessment of intellectual capacities and administrative judgment and ability. Fairfield University is prepared to do this with its sequence of courses and exposure to a number of professors who stress the integration of values in a pluralistic society, who encourage the defining and dissemination of the existing body of knowledge and the extension of the present limits of knowledge through the fruitful interchange of ideas.

The primary objective of the program for school counselors is the preparation of counselors who must be prepared not only to fulfill the traditional roles and perform the expected tasks required of them, but must also be prepared to assume an educational role and develop new models involving the spectrum of school personnel to meet the needs of students.

Although the Division of School Psychology offers preparation at the Master's level for selected students choosing related careers stressing psychological knowledge and for those students who desire to strengthen their academic position prior to applying to a doctoral program in psychology at another university, the major objective of the Division is to offer appropriate preparation to individuals seeking state certification as school psychologists. This objective is accomplished by providing professional training grounded in psychological principles, that is related to other branches of knowledge, and that offers extensive and well-integrated field experiences.

The Educational Media Division's objectives are to train graduate students interested in seeking the position of media/library specialist in public schools to assume effectively their prospective responsibilities; to train inservice teachers in the field of instructional technology to effectively implement the appropriate educational technology in their teaching; to train teachers who are interested in teaching media subjects — motion picture and TV — on the high school level in the theory and the production aspects of those media.

The Religious Education major in the Graduate Division of Religious Education is a program of scriptural, theological and catechetical studies. The purpose of the major is to provide theological and psychological preparation for educators and directors of religious education programs. It also provides informational background for those interested in professional improvement.

While the major emphasis on programs in the School has been in preparing students to utilize their knowledge in school settings, this School is also involved in the preparation of individuals in non-school settings. The School has been placing increased emphasis on preparing students for alternatives to traditional teaching roles. Programs currently are offered in Community Counseling, Environmental, Studies, Early Childhood Education and as described immediately above, the field of Religious Education.



The University

Fairfield University, founded in 1942, became the 26th institution of *higher* learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus — the Jesuits — on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judeo-Christian values.

The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to religion, race, color, sex, national or ethnic origin, or physical handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

On May 29, 1945, by special act of the general Assembly of the State of Connecticut signed by Governor Raymond E. Baldwin, an absolute charter was granted to Fairfield University, empowering it to "...establish, organize, maintain and conduct an institution of intermediate, secondary, undergraduate and graduate; education in the State of Connecticut...to confer all such academic degrees as are usually given in colleges and universities."

The College of Arts and Sciences admitted its first class to Freshman Year on September 27, 1947. A new class was received each successive year, and the first Commencement was held on June 10, 1951. The program of graduate courses preparing for the Master of Arts degree in Education was established in January 1950.

Accredited by the New England Association of Schools and Colleges, the University today offers complete programs of study in several schools: The College of Arts and Sciences, the School of Business, the School of Nursing, the School of Continuing Education, the Graduate School of Education and Allied Professions, and the Graduate School of Corporate and Political Communication. Fairfield offers men and women the advantages of a liberal education in a University atmosphere and the flexibility in programs that can make learning a personal experience.



Fairfield's 200-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, leisured atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.

Because the University was founded only 40 years ago, all of its buildings are modern and well-suited to the needs of its students. Some of the more outstanding buildings are: the Bannow Science Center; the modern Campus Center; the Nyselius Library, the newly completed Faculty Office Building; and the Recreational Center with its 25-meter pool, saunas, whirlpools, various courts, and a jogging track. This spacious campus allows plenty of room for outdoor playing fields, tennis courts, and informal recreational areas.

Located in America's "academic corridor," — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters, cinemas, and the performing arts; restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

Fairfield is 50 miles from New York City, and five miles west of the city of Bridgeport. The campus is situated a mile north of the center of town on North Benson Road. By automobile the University is approached either from the Merritt Parkway by way of Black Rock Turnpike (Exit 44), or from the Connecticut Turnpike (Exit 22).

Library

To perform its functions, a library must possess sufficient resources and provide efficient service. The Nyselius Library building allows for future expansion of the library's collections, and provides study space, primarily at individual carrels, for nearly 600 students.

Library holdings include more than 170,000 books and bound periodicals, 200,000 microforms, and 2,600 audiovisual items. A curriculum collection contains representative classroom materials appropriate for use in bilingual and special education programs, and in several subject areas at the secondary level. The library subscribes to some 1,400 current journals, and to numerous abstracting and indexing services that provided easy access to their contents.

The Reference Department, in addition to maintaining a comprehensive collection of both older standard works and many sources of current information, offers an online bibliographic search service and an interlibrary loan service. A new Media Department, scheduled to open in the fall of 1982, will provide for convenient use of audiovisual and other non-book material.

A library exists for service. At Fairfield we take pride in the type of service that we offer to the entire University community. To stimulate interest in books and reading, the stacks are open to all students. During college terms, the library is open Monday through Friday from 8:30 a.m. to midnight, on Saturday from 9 a.m. to 8 p.m., and on Sunday from noon to midnight. University vacation and holiday hours are posted in advance.

Accreditation

The College of Arts and Sciences was accredited by the State Board of Education of Connecticut in the summer of 1948. In June of the following year the same body approved Fairfield University's education program for teacher certification on the secondary level, and likewise approved the graduate programs leading to the Master of Arts degree in Elementary and Secondary Administration, Supervision and Guidance.

In December 1953, Fairfield University was admitted to fully accredited membership in the New England Association of Schools and Colleges. In February 1954, Fairfield was voted institutional membership in the American Council on Education. Membership is also held in the American Association of Colleges for Teacher Education and the Connecticut Association of Colleges and Universities for Teacher Education.

Graduate Programs

The School of Education and Allied Professions offers courses leading to the degree of Master of Arts and to the Certificate of Advanced Study in these areas:

1. Elementary Administration or Supervision
2. Secondary Administration or Supervision
3. Counseling (School and Non-School)
4. School and Applied Psychology
5. Secondary Teaching
6. Special Education
7. Talented and Gifted
8. Professional Improvement (including programs for certified elementary school teachers)
9. Religious Education (Summer Only)
10. Educational Media and Television
11. Open and Alternative Education
12. Instructional Computer Science
13. Bilingual-Bicultural Education
14. Community Services
15. Early Childhood
16. Environmental Studies
17. Bilingual Special Education
18. Bilingual School Psychology

Approved Connecticut Certification Programs include:

1. Secondary Teaching including Special Education
2. Intermediate Administrator
3. Superintendent of Schools
4. School Counselor
5. School Psychologist
6. Media Specialist

A special bulletin is published for the Fall and Spring Semesters and for the Summer Session, indicating the schedule of courses to be offered.

Changing American Schools and Communities in the 1980's

The Graduate School of Education and Allied Professions is offering a new series of short term weekend courses that will appeal to experienced educators, alumni, parents and others who may want to continue their professional development or who are interested in their self development. Virtually all of these weekend courses may be taken for credit or non-credit with courses available in a number of fields, including special education, parent education, media, TV, art, music, multicultural areas and counseling.

A special bulletin is published each semester for this new series of courses.

Location of Courses

The majority of the courses are conducted on the Fairfield University campus. Several courses are offered at various locations around the state. Descriptions of off-campus courses are included in this catalog.

Divisions of Graduate School

1. Administration and Supervision
2. Counseling and Community Services
3. Educational Media
4. School and Applied Psychology
5. Special Education
6. Foundations and Teaching
7. Religious Education



General
Regulations,
Policies and
Academic
Requirements

General Regulations

Student Programs

All programs of study must be planned with the student's advisor. In granting approval the advisor will consider the student's previous academic record and whether or not the prerequisites set forth by the school have been met.

Graduate courses are numbered 200 and above.

With the permission of the Dean of the Graduate School of Education and Allied Professions, graduate students are permitted to take certain undergraduate courses for graduate credit. These courses must be numbered between 100 and 199 and a grade of B or higher must be achieved.

Students registering for courses through the School of Continuing Education will be awarded undergraduate credit **only**.

Time

Students are to complete all requirements of a program within a period of six years from the date of entrance upon the first course completed for credit toward the degree. If interrupted for a year, a student must apply for readmission. A review of past work will determine the terms of readmission.

Course Requirements

Course requirements usually include readings and satisfactory completion of oral reports and term papers. In most courses, students are required to take a final written examination.

The credit value of each course is given in terms of semester hours. Because of the large amount of outside preparation required for graduate courses, three credits are given for courses meeting for at least 1,500 minutes of lecture, recitation, and examinations (usually in the form of 14 periods of 110 minutes each.)

All courses listed in the catalog are for three graduate credits, except as indicated.

Grades

The work of each student is graded on the following basis:

A	Excellent
B	Good
C	Fair (lowest passing grade)
F	Failed
Inc.	Incomplete
W	Withdrew without penalty
Q	Grade not submitted by Professor

The symbol + suffixed to the grades of B and C indicates the middle of the ranges covered by those grades. Pass or Fail grades are used in a limited number of courses.

Withdrawal from courses requires the permission of the Registrar. Unless this permission is obtained, the student will receive a grade of F in those courses from which he/she has been absent. Except under unusual circumstances, withdrawal from a course without penalty will not be permitted after mid-term examination. After this time a W followed by a Pass or Fail will be entered on the record. For a sufficient reason, the student may request an instructor to grant an extension of time not to exceed one month. A temporary grade "Inc." will then be given to the student; if the work is not completed within the specified time, normally 30 days, a grade of F will be permanently recorded.

A student who elects to withdraw from a course must do so in writing to the Graduate Registrar. Refunds will not be granted without a written notice, with the amount of tuition refund based upon the date the notice is received. Fees are not refundable unless a course is cancelled (see Refund of Tuition).

Academic Average

Each grade has a numerical value as follows: A = 4; B = 3; C = 2; F = 0. The plus (+) is counted as one half of a quality point higher. When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the second decimal place.

Academic Load

A full-time student is one who carries 12 or more credits during a fall or spring semester. Twelve credits is the normal maximum load permitted, but with the permission of the Dean, 15 credits may be taken.

Full-time status may be granted under special circumstances to students who are not registered for 12 credits but who carry an academic load equivalent to 12 credits.

During summer sessions full-time students are permitted to carry a maximum credit load of 9 credits.

A part-time student is one who carries less than 12 credits during a fall or spring semester and less than 6 credits in a six-week summer session.

Students who work or attend another school may not be full-time students. Such individuals are ordinarily limited to 6 credits during a fall or spring semester and 3 credits during a summer session. In exceptional circumstances and with the permission of the Dean and their employer, they may take 9 credits during a fall or spring semester and 6-9 credits during a summer session.

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance.

Candidates for Master's degrees must maintain a 3.0 average.

Only grades of B or higher are acceptable for courses numbered in the one hundreds.

Candidates for a Certificate of Advanced Study must maintain a 3.0 average and no C grades will be credited toward the Certificate.

Probation

A student whose average falls below 3.0 any semester is placed on probation for the following semester. If the average is again below 3.0 at the end of that semester, the student may be dropped from the school.

Matriculation

After a student has completed a minimum of 12 semester hours of work, a committee of the faculty will review the records of the student to determine whether the student may be a candidate for a degree. The committee may request the student to appear for an oral examination at this time. Students who do not qualify for matriculation will be given written notification.

Policy Governing Off Campus Programs

The School restricts to 15 the number of credits that can be earned in off campus courses and applied to a degree or certificate program. Any credits earned in excess of the first 15 cannot be applied toward a Master of Arts degree or a Certificate of Advanced Study at Fairfield University.

Records and Transcripts

Transcripts are issued only upon receipt of a written request and upon payment of the fee by a student. Exception to this regulation is made only in the case of requests from colleges or government agencies that submit a written release signed by the student. Transcripts will not be sent to employers or prospective employers without written permission of the student. Official transcripts are not issued to students. Records of students will be sent only in the form of a total transcript. No partial records will be sent, nor records listing only courses without grades.

A change in the family name on a student's record or on other official school correspondence or documents requires presentation of a court order. A given name will be changed if a satisfactory explanation for the request is presented in writing.

A woman's married name will be entered on the record only if a copy of the marriage certificate is filed with the Office of the Registrar.

Certification

Certification of any type by the State Department of Education requires institutional approval as to scholarship, professional preparation, character and personality. Request for such recommendation for certification is to be made in writing on the form provided by the Dean's Office. No recommendation will be issued until at least 15 semester hours have been completed at Fairfield University.

Transfer of Credit

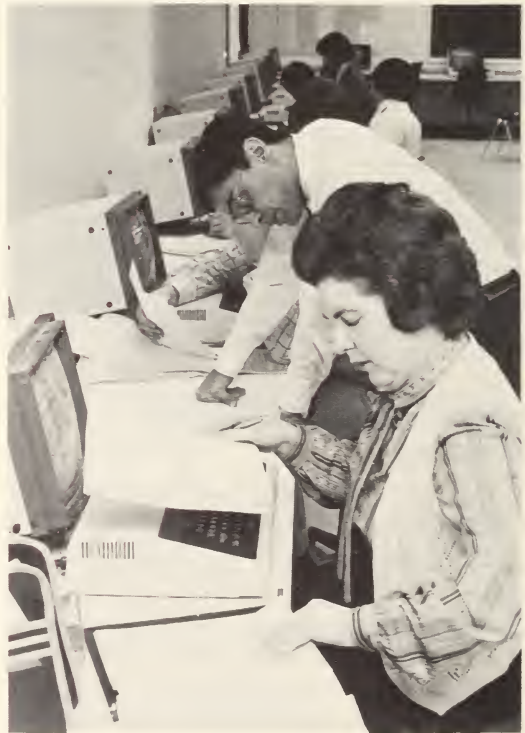
Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to enrolling at Fairfield. If this transfer of credit is to be applied toward the Certificate of Advanced Study, only graduate work done after the completion of the Master's degree and completed prior to enrolling at Fairfield will be considered. *Such work shall have been completed within a period of five years prior to enrollment and the grade received for the work may not be less than B.* No more than six credits may be transferred, and they must be appropriate to the student's present program. An official transcript of the work done must be received before a decision will be made on approving the transfer. *The student makes application for this transfer of credit on a form provided by the Dean's Office.* No transfer of credit will be considered until 12 semester hours of the student's program have been completed at Fairfield University. Although no credits for C courses may be transferred toward a degree, courses in which C grades were earned may, at the discretion of the Dean, be used for waiving prerequisites or for meeting content requirements.

Applications for and Awarding of Degrees

All students must file an application for the Degree and Certificate of Advanced Study with the Registrar.

An application must be submitted at least four months prior to receipt of the degree.

Degrees and Certificate of Advanced Study will be awarded each August, January and May. All students are invited to attend the Annual Commencement Exercises in May.



General Regulations for Degrees

(for exceptions refer to Program Section of catalog, pages 16-63.)

Master of Arts Degree Requirements

1. Completion of 33 credits
2. Required courses
 - a. Ed. 229 (at beginning of program). A waiver is granted if taken on graduate level at another institution.
 - b. Seminar (at end of program) except for students in Counseling and School Psychology certification programs.
 - c. 18 or 21 credits in major field, some of which may be required.
3. Electives
 - a. 9 credits (to be approved by an advisor).

Comprehensive Examination

4. During the last semester of the program the candidate will be required to pass a comprehensive examination, which may be oral or written or both, in the work offered for the degree. Permission to take the examination may be requested after the completion of 24 semester hours of work. If the first examination is failed, *one* retake examination is permitted.

To fulfill this requirement in the Division of Foundations and Teaching, the candidate will be given a special reading assignment and will write a critique of the readings in the light of course learnings.

All students must register for the written critique or comprehensive examination two weeks prior to the date of the examination as listed in the academic calendar.

Transfer of Credit After Enrollment in Graduate School

A limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted as part of the credit requirements, provided the candidate has the written approval of the Dean at Fairfield University *before* registering for such courses.

Over and above the minimum requirements stated in the catalog, the Dean may require additional evidence of fitness for the degree.

The Certificate of Advanced Study

1. The certificate is granted for an approved 30-credit program in advanced study. Students whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for an advanced study program.

Students who receive their M.A. degree from the Graduate School and who desire to begin programs of advanced study are required to file an application for admission to the program.

2. Required courses:
 - a. Ed 321 (at beginning of program in teaching, administration and media)
 - b. Ed 334
 - c. Practicum (at end of program) or Internship. Students must be prepared to defend the Practicum before a committee of the faculty.
 - d. 15 credits in major field
3. Electives
 - a. 6 credits (to be approved by an Advisor)

Connecticut State Certification

Approved programs are indicated on pages 16-63. All graduates of these programs are *legally* qualified for certification in states party to the Interstate Certification Compact. Certification programs are outlined in the Program Section of this catalog, pages 16-63.



Division of
Administration and
Supervision

Division of Administration and Supervision

Associate Professors: Director, William J. Garity, Jr.; Martin A. Stader

Master of Arts Degree

See requirements under "General Regulations," Page 13.

Certificate of Advanced Study

See requirements under "General Regulations," Page 13.

Certification Requirements

All applicants are advised to read the appropriate section of the state regulations manual.

Copies of the Connecticut Certification Regulations, 14th edition, are available in the office of the Dean and in the office of the Division Director.

Intermediate Administrator

To be recommended for provisional certification applicants must have a master's degree and at least 15 credits in addition to the degree. The following areas of study must be included in the total Post-Baccalaureate Program:

1. Foundations of education (historical, philosophical, sociological, etc.);
2. Psychological foundations of learning;
3. Curriculum development with emphasis appropriate to the professional career objectives of the applicant;

4. Educational administration and supervision, with emphasis appropriate to the professional career objective of the applicant (minimum of 12 credits);
5. Mere completion of courses appearing to meet the requirements shall not be accepted as prima facie evidence that the applicant meets requirements. Compliance with all other requirements of Section 10-146-100 of Connecticut Certification Regulations is an absolute prerequisite to acceptance of the total program of preparation.

Superintendent of Schools

Applicants must hold an Intermediate Administrator's Certificate or the equivalent and include study in the following areas.

1. Foundations of education (historical, philosophical, sociological, etc.);
2. Psychological foundations of learning;
3. Curriculum development as applied to school systems;
4. Educational administration and supervision as applied to school systems (must include organization of school system, school law, internship and other courses required by the advisor);
5. A core of related study in such areas as economics, sociology, political science and the humanities, selected in relation to the applicant's total education to insure breadth of education and scholarly background consistent with the competence expected of a superintendent of schools.
6. Mere completion of courses appearing to meet requirements (1) through (5) shall not be accepted as prima facie evidence that the applicant meets requirements. Compliance with Section 10-146-97 of Connecticut Certification Regulations is an absolute prerequisite to acceptance of the total program of preparation.

Course Descriptions

Ed 205 Basic Problems in Administration

A general consideration of the fundamental problems and principles involved in the organization, administration and supervision of all schools. The legal and professional rights, responsibilities and relationship of all personnel, certified, auxiliary and paraprofessional will be evaluated.

Ed 256 Community Relations

A study of the interaction of interest groups within the community and the effect on education. The problems of the educational leaders in working with those communities of interest and pressure will be considered. Guest speakers from the communities will present ideas for discussion.

Ed 264.8 Teaching the Disadvantaged

A graduate course designed to help teachers and administrators understand the conditions which lead to educational difficulties. Methods will be explored for helping disadvantaged children to overcome these educational difficulties which arise from background and environmental conditions.

Ed 293 Principles of Supervision

This course will consider the application of leadership principles and techniques to supervision within the school. Evaluation of personnel will be studied as it relates to the many factors operating in a given situation. Emphasis will be placed upon establishing evaluative criteria through group processes, particularly involving those who will be evaluated and those who will evaluate.

Ed 293.1 The Department Chairperson: First Supervisor

Position in school organization; curriculum; improving instruction; supervision instruments; personal qualities, professional competence; video taping; performance objectives; performance criteria; performance data; performance assessments; conferences; leadership.

Ed 297 Administrative Leadership

The course will consider various theories regarding concepts of leaders and leadership. Among items considered are: styles of management, approaches to leadership, methods of decision making, communication and group dynamics.

Ed 298 The Principalship

The course is designed to provide the student with an understanding of the varied responsibilities the principal is asked to assume in directing the operation of a school. Included will be a consideration of programs concerned with students, teachers, other professionals, parents, paraprofessionals, secretaries, custodians, and cafeteria workers. Also, relationships with other organizational divisions at the local, state and federal level will be studied to determine their effects upon a school unit and the responsibilities of the principal.

Ed 303.5 Simulated Problems in Administration

This course will present contemporary problems in educational administration on the elementary, secondary and school district levels. The student will be expected to react to the administrative problems presented and the individual solutions will be examined and discussed by the members of the group. The totality and complexity of the critique will provide the student in administration with insight into the solutions of the current problems we face in our schools. Student awareness of the complexities and scope of the problems will be stressed.

Ed 380 Organization and Administration of a School System

A broad consideration of the concept of public school organizational patterns and their adaptability to particular communities will be undertaken. School board-teacher group contracts will be analyzed and critiqued to determine how such agreements affect the school systems. All aspects of school systems will be explored.

Ed 382 Public Relations in Education and Administration

The relations of school administrators with their varied publics and the media of communications. Techniques and media used to present educational interpretation patterns are presented. Trends in the development of broad public relations concepts are studied.

Ed 383 Policy Formulation in Administration

Definitive treatment of the topic of policy formulation. Attention will be given to the genesis and development of educational policy. In a workshop setting the student will examine the status quo of educational policy toward the goal of review, revision and restructuring to accommodate needs of present societal changes.

Ed 392 Problems in Professional Evaluation

A consideration of the evaluative process as it pertains to school personnel. Evaluation will be viewed from the vantage point of the measurement specialist, the school administrator, teacher, and school board member.

Ed 393 In-Service Training of Teachers

A course intended to assist principals and supervisors in developing and administering various programs for improving the professional competence of teachers and for stimulating the professional growth of those who evidence interest and potential for administrative and supervisory advancement. Factors regarding in-school programs, in-system programs, and programs outside the school system will be discussed.

Ed 394 School Plant and Building

A study of the practices, procedures, and problems with regard to school building projects, including new buildings, renovations of older buildings, and the application of energy-saving ideas to school buildings. Areas considered include: grant forms; site selection; finances; the educational plan; architectural services; building design; construction; legal problems; and materials and maintenance.

Ed 395 Practicum in Administration and/or Supervision

This course is designed to activate accepted principles of administration and/or supervision in real school situations and is subject to approval, supervision, and evaluation by the local school administration involved and by the Division of Administration and Supervision of the University. Projects agreed upon must be sponsored by and acceptable to both groups.

Ed 396 School Finance

A study of the practices, procedures and problems regarding the financing of public schools. Theories of taxation; local, state and federal revenues; impact of federal court decisions; equalization; budgeting, accounting, and school property management; and financing student activities are major areas considered.

Ed 397 Education Law: Federal Rights, State and Local Powers

The course involves the study of case law and statute law related to education. The areas considered include: federal and state powers; separation of church and state; towns and school districts, including buildings, sites, eminent domain, and school finance; the school board member; contracts, other than employment contracts; apportionment and taxation; school property; tort liability; transportation; special education; and the superintendent and the principal. Students will be expected to report weekly on assigned cases and statutes.

Ed 397.1 Education Law: Teachers' Rights; Students' Rights

This course involves the study of case law and statute law related to teachers' rights and students' rights. The areas considered include: teacher certification; dismissal of tenured teachers; due process in dismissal proceedings; membership in subversive organizations; free speech; discrimination; collective bargaining, unions, teacher contracts; maternity leave policies; loyalty oaths; transfers; retirement; dismissal of non-tenured teachers; segregation; residence and attendance; vaccination; due process for students; students' free speech and expression; discipline, corporal punishment, and parental liability. Students will be expected to report weekly on assigned cases and statutes.

Ed 397.3 Legal Aspects of Teacher Evaluation

Issues considered: substantive due process; procedural due process; property interest, liberty interest, minimal due process; employment discrimination; equal protection; Title VII; state evaluation mandates: procedural fairness, substantive standards, incompetency, reduction in force; guidelines for teacher evaluation. *1 credit*

Ed 397.5 The Courts and Segregation

Separate but equal doctrine; Brown v. Board of Education; Amendments V, XIII, XIV; de jure and de facto segregation; faculties, facilities and activities; new school construction; neighborhood schools; school closings; busing; pertinent cases. Course requirements: Attend all sessions. Assignment to be determined at first class meeting. *1 credit*

Ed 399.2 Internship in Public School Administration

The intern is required to do field work for a period of one academic year in the office of a superintendent of schools or his delegate working under his supervision and subject to his evaluation. The work will consist of a minimum of five hours per week of organized and directed field work and will require written reports and conferences with designated faculty members in the Division of Administration and Supervision of the University. 3-6 credits

Ed 400A Independent Study in Administration and/or Supervision

Individual projects in administration/or supervision undertaken with the agreement of and under the supervision of the Division of Administration and Supervision. Prior consultation with the Division is required.





Division of
Counseling and
Community
Services

Division of Counseling and Community Services

Professor: Marguerite R. Carroll, Director
Assistant Professors: Samuel T. Gladding,
 Ann Marie Wallace
Adjunct Faculty: Patrick Bologna, David J.
 Cain, Richard P. Hageman, Jr., Rev. Thomas
 A. McGrath, S.J., Margaret A. Reddy

The Division offers majors in counseling in the schools, and counseling in the community setting.

The school counseling program prepares students to work as counselors in elementary and secondary schools. The major in community counseling enables students already employed in community services to enhance their professional background and acquire new competencies. This major is also for those who wish to assume related positions in post-secondary educational institutions, career centers, rehabilitation services, hospitals, recreation centers, mental health settings, corrections, law enforcement, day care, drug and alcohol abuse centers, recreational and other such social service settings.

A personal interview by a faculty member is recommended for each entering student.

Students accepted for study in the Division may have certain beginning courses in any of the programs waived by permission if they have completed an equivalent course at another institution within the past nine years.

In view of the responsibilities of the role of counselor, both in school and community settings, students whose work is of marginal quality in the advanced courses, or who demonstrate personal qualities that are not conducive to educational settings, will not be recommended to continue in the program.

Master of Arts Degree

See requirements under "General Regulations," Page 13.

Community Counseling Major

A student in this course of study receives a Master's degree upon completion of 33 credits. This will include CS 358, Practicum in Human Services, or Ed 399, Seminar in Education.

Each student's program is individualized to meet needs and goals of the learner.

Students are expected to demonstrate personal qualities that lend themselves to particular community settings.

Studies in this program will include course work in psychology, sociology, counseling, human relations, group process and related disciplines. Courses are individually planned with an advisor.

Required Courses

12 credits

CS 231	Introduction to Community Services
Ed 255	Group Process
Ed 257	Career Development: Theory and Practice
Ed 351	The Counseling Process

A total of 12 credits must be taken in psychology from the following. Up to nine credits can be waived if these courses were taken at the undergraduate level. Three graduate credits in psychology must be taken. No courses are waived after nine years beyond the undergraduate level.

12 credits

- Ed 241 Psychology of Personal Adjustment
- Ed 242 Abnormal Psychology
- Ed 246 Developmental Psychology
- Ed 246.1 Psychology of Adulthood and Aging
- Ed 334 Theories of Learning
- Ed 335 Psychology of Personality
- Ed 336.2 Behavior Therapy

Electives

- Ed 233 Educational Statistics
- Ed 236 Educational and Psychological Testing
- Ed 239 Community Psychology
- Ed 245.3 Coping With Adolescent and Childhood Trauma
- Ed 246.3 Psycho-social Issues in Gerontology
- Ed 252 Human Relations Training for Personal Effectiveness
- Ed 305.5 Psychology of Leadership
- Ed 356 Group Counseling
- Ed 356.1 Advanced Group Counseling
- Ed 373.1 Introduction to Family Counseling
- Ed 373.4 Counseling the Single Parent Family
- Ed 373.7 Structural Family Therapy

(Students may elect three one-credit modules in related courses)

Plus a comprehensive examination or a final research paper.

Counseling in Ministry—An Interdisciplinary Approach

This major prepares individuals to serve in religiously oriented settings in areas which require counseling assistance, e.g., parishes, Catholic schools, youth work, hospitals, etc. Thirty-six credits are required to receive the degree.

Pre-Requisites in Religious Studies

Six credits (graduate or undergraduate) in religious studies must have been taken within the past five years. This requirement may be satisfied by taking the necessary courses while enrolled in the counseling program. (See page 66 in catalog.)

Required Courses

From Core - 6 credits:

- Ed 245.5 Child and Adolescent Religious Development

And choice of one:

- Ed 241 Psychology of Personal Adjustment
- Ed 242 Abnormal Psychology
- Ed 335 Psychology of Personality

Other courses - 18 credits:

- Ed 246.1 Psychology of Adulthood and Aging
- Ed 255 Group Process
- Ed 319.1 Approaches to Religious Counseling and Spiritual Direction
- Ed 370 Foundations of Religious Counseling and Spiritual Direction
- RE 341.1 Human Sexuality and the Christian Life
- RE 334 Faith in Development

Electives

Appropriate electives may be taken according to the student's interest in religion and psychology. *3-9 credits*

Internship and Practicum

Students may choose either a practicum which involves supervision in counseling or an internship which involves work under the supervision of a professional in the field selected. Three graduate credits are awarded for the successful completion of this work. These credits are included in the 36 credits required to receive the Master's degree.

Certificate of Advanced Study

See requirements under "General Regulations," Page 13.

School Counseling Certification Program

This program prepares students for the professional counseling and guidance role and function in school settings. Preparation in the program does not require teacher training or experience as a condition for state certification. However an internship of one year in the school is required for those without teaching experience. It is possible for a student to obtain certification as a school counselor with a minimum of 33 credits, although it may be necessary to complete required course work up to 45 credits. The latter would be true, for example, when a student's undergraduate preparation does not allow for waivers in the field of psychology. Thus, all programs must be planned individually with a faculty advisor. Candidates who do not already have a Master's degree will be granted an M.A. upon the completion of 33 credits *and* after passing the comprehensive examination. The M.A. must include Ed 229, Philosophical Foundations of Education.

Interested applicants are advised to consult the Division faculty regarding current requirements for certification. Recommendation for certification will be made on the advice of the Division faculty when the student has satisfactorily completed the program.

Students who desire certification in school counseling must take 9 credits in psychology, 3 in social and cultural foundations, 24 in core courses and 3 in philosophical foundations.

Those who already hold a Master's degree in a non-related field must fulfill the requirements for certification. This can be done at the Sixth Year Certificate level.

Certification as a school counselor would be recommended by Fairfield University when the student has completed:

1. A planned graduate program in school counseling.
2. Three years of successful teaching experience OR a one-year full-time supervised internship for those who have not had teaching experience AND
3. One year of successful work experience in one or more fields other than teaching, or the equivalent.

School counselors must obtain 45 graduate credits for standard certification in Connecticut. Course work may be in related areas such as advanced courses in the counseling program, special education, administration, etc.

Required for Master's Degree

Ed 229 Philosophical Foundations of Education

Required Courses in Psychology

Nine credits which include the following must be taken at the graduate or undergraduate level. (One course must be taken at the graduate level.) No courses are waived after nine years beyond the undergraduate level.

*Ed 241 Psychology of Personal Adjustment
 Ed 242 Abnormal Psychology
 Ed 245 Psychology of Adolescence
 *Ed 246 Developmental Psychology
 Ed 334 Theories of Learning
 Ed 334.1 Applied Theories of Learning
 *Ed 335 Psychology of Personality

*Must be taken on the graduate or undergraduate level.

At least one of the following courses is required in Social and Cultural Foundations.

Ed 239 Community Psychology
 So 254 Sociology of the Family and the School
 Ed 251.5 Families in Crisis: Wife and Child Abuse

Required Core Courses in Guidance and Counseling

(Graduate level only with the possible exception of Ed 233.)

- Ed 233 Educational Statistics
- Ed 236 Educational and Psychological Testing
- Ed 251 Principles and Foundations of Guidance
- Ed 255 Group Process
- Ed 257 Career Development: Theory and Practice
- Ed 331 Techniques and Procedures in Guidance
- Ed 351 The Counseling Process
- Ed 358 Introductory Practicum in Guidance and Counseling
- Ed 399.7C Internship in Counseling and Guidance
(A one year work experience in a school counseling and guidance program for those who have not had teaching experience.)

6 credits

It is recommended that if the following courses are not included within the provisional certification program, one be taken as part of the coursework for permanent certification.

- Ed 356 Group Counseling
 - SE 213 Introduction to Learning Disabilities (or Equivalent)
- Electives or sixth year courses. (Refer to course descriptions for prerequisites.)
- CS 231 Introduction to Community Services
 - Ed 245.3 Coping With Adolescent and Childhood Trauma
 - Ed 246.1 Psychology of Adulthood and Aging
 - Ed 252 Human Relations Training for Personal Effectiveness
 - Ed 258.5 The Educator In Industry
 - Ed 305.5 Psychology of Leadership
 - Ed 352 Advanced Counseling
 - Ed 356.1 Advanced Group Counseling
 - Ed 373.1 Introduction to Family Counseling
 - Ed 373.7 Structural Family Therapy
 - Ed 400 Independent Study (3-6 credits)

(Single credit modules up to six credits, with permission from the department)



Course Descriptions

CS 231 Introduction to Community Services

This course is designed to introduce students to the foundations of counseling in the community and to a spectrum of community service agencies. Students will also have the opportunity to become familiar with the services of agencies which serve the population of their interest.

Ed 245.3 Workshop in Coping With Adolescent and Childhood Trauma

Trauma caused by sudden death as the result of accident, suicide or natural causes often has long lasting effects. This workshop will provide ways of dealing with trauma in young people and the environmental effects of both home and school. An additional aspect of the workshop will address the dynamics of adolescent depression with special emphasis on the suicidal adolescent.

Ed 245.5 Child and Adolescent Religious Development

The course explores the patterns of religious growth and development of the child and adolescent within the context of psycho-social growth and development.

Ed 246.1 Psychology of Adulthood and Aging

An intensive examination of the processes of human development from young adulthood through old age with an emphasis on middle adulthood. The characteristics of each of the stages along with the major issues of each will be studied in the light of the person's past and future.

Ed 246.3 Psycho-social Issues in Gerontology

The physiological, psychosocial, developmental and crisis issues of aging will be explored along with resources for meeting the needs of people in their later years. Retirement, leisure, housing, health care, and death and dying are among the issues discussed.

Ed 251 Principles and Foundations of Guidance

Surveys the philosophy and functions of guidance; the preparation and duties; the methods and models employed and the trends and issues in school counseling. Provides knowledge and appreciation of programs likely to promote efficient group and individual counseling services.

Ed 251.5 Families in Crisis: Wife and Child Abuse

The course is designed to assist the student in acquiring an understanding of the psychological and social factors contributing to the problems of child abuse and wife abuse. The personality characteristics of the abuser as well as the abused are examined along with the exploration of the various modes of therapeutic intervention.

Ed 252 Human Relations Training For Personal Effectiveness

This laboratory course will assist participants to observe their interpersonal behavior in a number of ways. Students will examine assumptions, values and goals seeking to adapt new ones should old attitudes prove invalid to the participant. Communication skills and quality responses which include emphatic components will be addressed.

Ed 255 Group Process

Laboratory course with focus on group tasks in an interpersonal context. Students will observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the laws of their development.

Ed 257 Career Development: Theory and Practice

The psychology of work and theories of career development will be covered. Vocational interest tests and the uses of various counseling techniques will be explored. The emphasis of the course is on career counseling and guidance throughout the life span.

Ed 258.5 The Educator in Industry

This course is sponsored by the General Electric Foundation in cooperation with Fairfield University. School systems in the surrounding towns are invited to nominate teams consisting of a classroom teacher, administrator and school counselor to participate in the program. This is done on released time from the school setting. All sessions are held in business or industry. The purpose of this course is to enhance the educational expertise of participants in areas of career development and to develop resources that have the potential to impact on career counseling and curriculum development.

Ed 305.5 The Psychology of Leadership

This course will explore leadership in the framework which affects the superior/subordinate relationship. Emphasis will be on individual and group leadership as an integrating mechanism in complex organizations. Topics such as group norms, effect of group pressure toward uniformity, hidden agendas, distortion of verbal perceptions, leadership styles, reference groups, etc., will be addressed through readings, discussion, and video tape role play.

Ed 319.1 Approaches to Religious Counseling and Spiritual Direction

The course provides students with the skills and techniques needed to facilitate the counseling and direction process. Models for counseling in a religious context and for spiritual direction will be explored as well as relevant issues. (Prerequisite: Ed 370.)

Ed 331 Techniques and Procedures In Guidance

Following an earlier understanding of the philosophy and principles of guidance, students are exposed to specific techniques, procedures, and materials used in secondary school guidance programs. (Prerequisites: Ed 236, 251, 257.)

Ed 351 The Counseling Process

Introductory course designed to equip the student with the various techniques of interpersonal communication and their application in counseling. The counseling process will be studied from the conceptual viewpoints of the phenomenological, humanistic trend. Major emphasis is on role playing with the use of video tape and one-way mirror observation. (Prerequisites: Community Counseling: all basic psychology courses and at least 24 credits in the program. School Counseling: all course work previous to Introductory Practicum.)

Ed 352 Advanced Counseling

For those working as counselors in a professional setting or who have taken a practicum in Counseling, Advanced Concepts in Counseling. Use of video tape. Permission of department.

Ed 356 Dynamics and Techniques of Group Counseling

Students explore the dynamics of interpersonal relationships in a laboratory setting as participants in a group and observers of a group. Focus is on the identification of the structure of counseling groups and analysis of the dynamics that render them therapeutic. (Prerequisite: Ed 351.)

Ed 356.1 Advanced Group Counseling

Advanced laboratory course for counselors working with groups in a school or community setting. Students will further enhance their sensitivity to the psychodynamics of the group counseling process. (Prerequisites: Ed 351, Ed 356.)

Ed 358 Introductory Practicum In Guidance and Counseling

Live school counseling experiences under supervision of a faculty member through observation and audiovisual techniques. Students will work in schools and other agencies with children, parents and professional personnel. (Prerequisite: Completion of all course work leading to certification.)

CS 358 Practicum In Human Services

Weekly counseling experiences arranged with the student in agencies. Students will meet weekly for supervision at the University. (Prerequisite: Completion of all coursework previous to Practicum.)

Ed 370 Foundations of Religious Counseling and Spiritual Direction

An overview of the psychological and spiritual growth processes provides the foundation for an understanding of spiritual direction and religious counseling. Topics as obstacles to spiritual growth, prayer and discernment will be included. (Prerequisite: 6 credits in psychology or permission of professor.)

Ed 373.1 Introduction to Family Counseling

This course will survey the field of family therapy with special emphasis on predominant approaches currently practiced. Major theoretical orientations developed by Minuchin, Haley, Satir, Ackerman, Whitaker, and other leading theorists will be explored and evaluated. (Prerequisite: 9 credits in psychology.)

Ed 373.4 Counseling the Single Parent Family

This course is designed for students interested in the dynamics and difficulties of counseling the single parent family. The emphasis of the course will be developmental and systems oriented. The interaction and roles of family members with others inside and outside the structural framework of the family will be studied in depth. (Prerequisite: 9 credits of Psychology.)

Ed 373.7 Structural Family Therapy

This course will focus on the major theorists in structural family therapy, especially Salvador Minuchin. Specific techniques developed by these theorists (e.g., "reframing" and "restructuring") will be explored. The importance of boundary negotiation and family adaptation to stress will also be examined. (Prerequisite: Ed 373.1.)

Ed 399.7C Internship In Counseling and Guidance

A work experience in a counseling and guidance program in a school setting for those who have not had teaching experience. Interns are supervised during the entire school year in the work setting by faculty of the Counseling Division. (Prerequisite: Permission of Division.)

Ed 400C Independent Study In Guidance and Counseling

Students may do individual projects in consultation with an individual faculty member. 3-6 credits



Division of Educational Media

Division of Educational Media

Professor: Ibrahim M. Hefzallah, Director
Adjunct Faculty: George Emerson, Arthur Lalime, John J. Lauria, Barbara Vincent, Joseph M. Wall, Marion S. Walsh

Educational Media Program

The prime objective of the educational media program at Fairfield University is to offer a strong training program in educational technology to teachers, school administrators, school media specialists, training and media personnel in business, industry, and community agencies.

The Educational Media Division is equipped with the necessary equipment for offering its various courses. Among the facilities are: A TV studio equipped with ½" and 1" video tape recording units, video cassette recorders, and editing facilities; an educational media laboratory; a sound laboratory; and a multistation darkroom.

Students are encouraged to work with different types of equipment and to produce instructional programs. Still picture cameras, motion picture cameras, video cameras, video tape recorders, and a variety of portable production equipment are available for student loan. In addition, students can reserve the facilities of the media center.

Students are also encouraged to join the TV volunteer crew. The crew participates in planning and producing Fairfield University TV programs and works in the production of Connecticut Public Television programs originating from the CPTV studio at Fairfield University.

Master of Arts Degree

Candidates for the Master's degree with a major in educational media must complete 33 credit hours with at least 24 credit hours in the educational media field.

A) Required Courses in Media (All courses are 3 credits)

Ed 271	Using Media in Training and Instruction
Ed 274	Production of AV Materials Part I
Ed 399.4	Research in Educational Media or Ed 399.5 Internship in Educational Media (full-time students)

B) Areas of Specialization

- 1) School Media Specialist
- 2) Training/Media Specialist
- 3) TV Production
- 4) Film Study
- 5) Free-track — a program designed by the student in consultation with the advisor

1. School Media Specialist

Ed 272	The School Library (Required)
Ed 229	Philosophy of Education (Required)

Choice of four courses:

Ed 262.5	Contemporary Literature for Children
Ed 262.6	Traditional Literature for Children
En 205	Literature for Young Adults
Ed 272.1	Cataloging of Teaching Materials
Ed 272.2	Introduction to Reference
Ed 272.3	Selection and Evaluation of Teaching Materials
Ed 272.4	Selection and Evaluation of Contemporary Literature for High School Students
Ed 273	Sounds of Learning

Choice of two courses:

- Ed 275 Introduction to Photography
- Ed 276 Introduction to Motion Pictures Part I
- Ed 277 TV in Education
- Ed 277.1 The Video Experience Part I
- Ed 276.1 Introduction to Film Animation

2. Training/Media Specialist

Required six courses

- Ed 274.2 Production of AV Materials Part II
- Ed 277.1 The Video Experience Part I
- Ed 276.1 Introduction to Motion Pictures Part I
- Ed 275 Introduction to Photography
or
- Ed 275.1 Basic Darkroom Techniques
- Ed 277.4 TV in Training and in Business
- Ed 278 Production of Training/ Instructional Programs

Choice of two courses:

- Ed 274.3 Graphic Design
- Ed 277.3 The Video Experience Part II
- Ed 285 Introduction to Computers
- Ed 378 Practicum in TV Production

3. TV Production

Choice of eight courses:

- Ed 277 TV in Education
- Ed 277.1 The Video Experience Part I
- Ed 277.3 The Video Experience Part II
- Ed 277.4 TV in Training and Business
- Ed 275 Introduction to Photography
- Ed 275.1 Basic Darkroom Techniques
- Ed 276 Introduction to Motion Pictures Part I
- Ed 274.2 Production of AV Materials Part II
- Ed 274.3 Graphic Design
- Ed 278 Production of Training/ Instructional Programs
- Ed 285 Introduction to Computers
- Ed 378 Practicum in TV Production

4. Film Study

Choice of eight courses:

- Ed 276 Introduction to Motion Pictures I
- Ed 276.1 Introduction to Film Animation
- Ed 276.2 Introduction to Motion Pictures II
- Ed 276.3 History of Motion Pictures
- As 290 American Novels in Film
- Ed 263 Communication Arts
- Ed 277.1 The Video Experience Part I
- Ed 275 Introduction to Photography
- Ed 280 Motion Picture Appreciation

5. Free-Track

The program is designed by the student in consultation with the advisor, and is based on student's previous experience and intended career goals. To be considered an educational media major, a student must accumulate 24 credit hours in media courses.



The Certificate of Advanced Study

Students accepted in the program must complete 30 credit hours beyond the Master's.

A) Required Courses

Ed 321	Comparative Philosophies of Education
Ed 334	Theories of Learning
Ed 281	Administration of Educational Media Programs or
Ed 281.1	Research in Educational Media Administration
Ed 399.4	Research in Educational Media

Other courses must be in the selected area of specialized study.

B) Areas of Specialization

1. Media Management

Ed 293	Principles of Supervision
Ed 297	Administrative Leadership

Selection of four courses from the School Media Specialist area.

2. Film Study

(Open for candidates who have had their Master's degree in areas other than film study techniques)

Choice of six courses:

Ed 276	Introduction to Motion Pictures I
Ed 276.1	Introduction to Film Animation
Ed 276.2	Introduction to Motion Pictures II
Ed 276.3	History of Motion Pictures
As 290	American Novels in Film
Ed 263	Communication Arts
Ed 277.1	The Video Experience Part I
Ed 275	Introduction to Photography
Ed 280	Motion Picture Appreciation

3. TV Production

(Open for candidates who have had their Master's degree in areas other than TV Production)

Choice of six courses:

Ed 277	TV in Education
Ed 277.1	The Video Experience Part I
Ed 277.3	The Video Experience Part II
Ed 277.4	TV in Training and Business
Ed 275	Introduction to Photography
Ed 275.1	Basic Darkroom Techniques
Ed 276	Introduction to Motion Pictures Part I
Ed 274.2	Production of AV Materials Part II
Ed 274.3	Graphic Design
Ed 278	Production of Training/ Instructional Programs
Ed 285	Introduction to Computers
Ed 378	Practicum in TV Production

Course Descriptions

Ed 271 Using Media in Training and Instruction

A study of media, materials, and tools in instruction and in training. Selecting media and content for an effective learning environment. Using media to conduct interesting classes and training workshops.

Ed 272 The School Library

The role of the school library in the teaching - learning process. Recent trends in planning and using school libraries; remodeling existing libraries for more efficient use; future developments. Teaching elementary and secondary school students efficient ways of using the school library.

Ed 272.1 Cataloging of Teaching Materials

Principles of classifying and cataloging of teaching materials for optimum access and retrieval by the student and the teacher.

Ed 272.2 Introduction to Reference

How to find information and how to teach elementary and secondary school students efficient ways of retrieving information.

Ed 272.3 Selection and Evaluation of Teaching Materials

Sources of information on teaching materials; principles of selecting and evaluating teaching materials. The course will introduce to the students a variety of teaching materials in different subject matters and on different levels.

Ed 273 Sounds of Learning

How to develop children's listening skills; basic principles of writing an audio program; radio and recorded materials in teaching; review of some of the available audio teaching programs with emphasis upon individualized and group instruction; production of audio programs.

Ed 274 Production of Audio-Visual Materials

Design of instructional materials; techniques and methods of producing audio-visual materials such as 2x2 slides, overhead transparencies and materials for display boards. Care and operation of audio-visual equipment.

Ed 274.2 Production of Audio-Visual Materials: Part II

The course is continuation of Part I. Emphasis will be on preparation of art work for production of original color slides, overhead transparencies, charts, graphs and displays. Integration of different types of media in multi-media presentations will also be emphasized. (Prerequisite: Ed 274.1.)

Ed 274.3 Graphic Design

Study of the basics of visual design, design in different types of materials and the application of visual design principles in media.

Ed 275 Introduction to Photography

The role of the still picture in communication with particular emphasis upon instruction; the design and production of instructional still pictures. Mechanics of camera operation and darkroom techniques.

Ed 275.1 Basic Darkroom Techniques

This course is primarily intended for those interested in processing film and producing black-and-white prints. No prerequisite is required; however, the student should be familiar with basic photographic procedures. Film development, the making of contact sheets, and enlarging are stressed with "hands-on" involvement.

Ed 276 Introduction to Motion Pictures I

Techniques of communication through the motion picture medium; utilization and evaluation of instructional films. Mechanics of camera operation, editing, and actual production of sound super 8mm films.

Ed 276.1 Introduction to Film Animation

The course is designed to explore and train teachers in simple animation techniques which can be taught to children. Prior knowledge of motion picture photography is not a prerequisite.

Ed 276.2 Introduction to Motion Pictures II

The course is designed for those who have taken Ed 276 or Ed 276.1 and are interested in pursuing and developing their understanding of the motion picture medium and their skills in producing films. (Prerequisite: Ed 276 or Ed 276.1)

Ed 276.3 History of Motion Pictures

A study of the evolution of the motion picture medium from its infancy to its present stage of development.

Ed 277 TV In Education

The use of television in formal education on the elementary, secondary, and college levels. Planning schools for use of television. Building critical viewing habits of watching television. Television in informal and continuing education of the adult learner. The future of home video, cable TV, and satellite TV and their impact on education. (Recommended: Ed 277.1.)

Ed 277.1 The Video Experience: Part I

Using single-camera - video tape recorder system, the course explores simple and creative production and utilization techniques of TV in education and training.

Ed 277.3 The Video Experience: Part II

A study of the picture element in television, pictorial composition, visual continuity, lighting, audio, video editing, basics of script writing and the how of producing a training/instructional television program. (Prerequisite: Ed 277.1.)

Ed 277.4 TV in Training and in Business

The use of television in in-house training, the integrated use of computers and video in training. Building a video image of a business enterprise. Analytical study of television in advertising. (Prerequisite: Ed 277.1 and Ed 277.3.)

Ed 278 Production of Training/Instructional Programs

The students will put into use the principles and skills they have developed in previous courses to plan, design, and produce a training/instructional program. (Prerequisite: 18 credit hours in media production and a satisfactory background in theories of learning and evaluation.)

Ed 279 Seminar in Educational Technology

The seminar is planned to introduce the student to advanced study and current issues in the field of instructional technology. Each member will make an independent study to be discussed in the seminar. (Prerequisite: 15 credit hours in media courses.)

Ed 280 Motion Picture Appreciation

A study of motion pictures as an entertainment, cultural and educational mass medium. Contemporary schools in motion pictures. Teaching motion picture discrimination on different school levels.

Ed 281 Administration of Educational Media Programs

Administration and organization of educational media programs on single school, school system, college and university levels. Types of services, budgeting, planning schools for instructional technology application. (Prerequisites: Ed 271 and 274.)

Ed 281.1 Research in Educational Media Administration

Independent study with emphasis upon research in administering educational media programs. (Prerequisite: 15 credit hours in media courses.)

Ed 375 Business Law and Library Reference Materials

The course is designed to familiarize the general reference librarian with highly specialized reference tools in business and law. It will also enhance the ability of the student to answer questions of the general public in the areas of business and law.

Ed 378 Practicum in TV Production

Prerequisite: 9 credit hours in TV courses and 6 credit hours in other media production courses.

Credit by arrangement

Ed 399.4 Research in Educational Media

Prerequisite: 15 credit hours in educational media courses.

Credit by arrangement

Ed 399.5 Internship in Educational Media

The internship is for full time students who seek first-hand experience in educational media management.

Credit by arrangement





Division of School
and Applied
Psychology

Division of School and Applied Psychology

Professor: Alexander Tolor, Director

Associate Professor: Robert Dubroff

Adjunct Faculty: Ann M. Black, William L. Curnin, Claudina Fabregas, Jack Henry, Rev. Thomas A. McGrath, S.J., Victoria Petro, Louis M. Triozzi

Instruction in the Division is responsive to a society alerted to the role of psychology in enhancement of the quality of life. In a range of situations, from improvement of child-parent relations, extension of self-understanding, resistance to personality disturbance, restoration of psychological health, clarification of career development, and realization of the unique potential of the person, modern psychology has made specific contributions.

With an interest in the skills of psychological understanding, students may choose to concentrate a career preparation in a complete program of study, or they may select particular courses to enhance their preparation for other work. For all students of the Division, courses are conducted with a recognition for the value of prior life experience, a respect for the variety of viewpoints, and a readiness to interpret the concepts developed by the respective schools of psychology. Moreover, the process of instruction and relations with students are conducted in a spirit of essential regard for student effort. Class size, and the accessibility of faculty during and after class, permit a vital educational experience.

In preparation of students for professional skills, the Division maintains contact with settings where psychological service is conducted. These settings include schools, clinical services for the restoration of impaired personality, family service groups, personnel sectors more widely recognized as human resource activity and community enrichment programs.

With the increasing specialization in human efforts, success in educational programs is becoming of even more critical importance. The Division's preparation of students in school psychology supports the efforts of schools to maximize the intellectual and expressive abilities of their pupils. Coursework in the program is intended to train students to identify the factors required for the understanding of the process of healthy psychological development, interferences in such development, and procedures for the restoration of educational and personal growth. Training is provided in the rigor of diagnostic thinking; the development of feasible re-educative programs; consultation with teachers, administrators and parents; approaches in varying subcultures. Coursework in this program, meeting Connecticut requirements for certification, is described in detail in subsequent paragraphs, and permits the student to earn a Master's degree and to complete nearly all requirements for a Sixth Year Certificate, a Certificate of Advanced Study.

The Master of Arts program in Applied Psychology is oriented to activity in the public and private sector. The variety of courses offered by the Division, as well as by the Division of Counseling and Community Service, and supplemented by business courses of the University's School for Continuing Education, provides opportunity for a concentration of preparation. As students consider course planning, they may prepare with the realistic understanding that prospective employment requires a grounding in skills typically supplemented by specialized training at the work to meet specific requirements of the setting.

A Master of Arts degree program with a concentration in psychology is also provided for students from a variety of undergraduate majors. To facilitate their academic development, and to prepare them for further advanced study, a personalized program may be arranged in faculty consultation.

Master of Arts Degree and Certificate of Advanced Study

See requirements under "General Regulations," Page 13.

Certification Program in School Psychology

Connecticut certification standards do not require teacher training or experience as a qualification for preparation in school psychology. Consequently, the Division has a two-fold responsibility to inform students of practice and experience in schools at various grade and ability levels, as well as to prepare students for insightful evaluation of the intellectual and emotional development of school pupils; to interpret these findings to all concerned with the educative process, including the child.

An interview with a Division faculty member is encouraged for all students considering study in the Division. Once study is begun, students are requested to arrange for interviews with two full-time faculty members before completion of 12 credits required for consideration for matriculation. In the event the student experiences difficulty with initial courses, a conference is arranged to consider how the student's accomplishment may be improved.

Planning of coursework in the certification program is conducted with a faculty advisor. In this consultation, reference is made to the student's transcript of prior study. Certain introductory or intermediate courses in the program may be waived if the student has completed comparable study with recommending grades within a period of nine years prior to admission to the program. If no waivers are granted, the student is required to complete 51 credits of study, prior to the beginning of a full year's internship. However, if waiver of certain courses is granted, State certification standards require that the student complete at least 45 credits of study, including two externships for which six credits are awarded.

Transfer of credit received in graduate study at another institution, to a maximum of six credits provided these credits have not been applied to a previously earned degree, may be arranged on application to the Dean after matriculation.

Students of the school psychology program are expected to satisfy requirements for the M.A. degree, provided they have not already received the degree. These requirements entail completion of Ed 229, Philosophical Foundations of Education, and the passing of the comprehensive examination. On completion of 33 credits of graduate study (including transfer credits, if approved by the Dean), the student is then eligible to receive an M.A. degree. The balance of credits required in the program may be applied to the Certificate of Advanced Study.

The ready accessibility of the faculty to students is intended to provide students with ample opportunity to advance by stages in capability in the program. However, students whose work does not improve above marginal levels, or who indicate personal traits inappropriate for a school psychologist, may be requested to discontinue study in the program and may be denied recommendation for certification.

On completion of the prescribed program of study, students receive a special provisional certificate in school psychology from the Office of Teacher Certification of the Connecticut Department of Education. This certificate permits them to arrange for a year's internship of 180 days in a school year, spent in a school setting, or divided equally between a school and a clinical setting. Consideration may be extended to permit a student to spend one school term in each of two successive school years in internship to satisfy the requirement. On satisfactory completion of the internship, the student is awarded a provisional certificate in school psychology.

Program of Courses

No Prerequisites	Credits
Ed 229 Philosophical Foundations of Education	3
Ed 230 Issues in Professional Practice	3
*Ed 233 Behavioral Statistics	3
*Ed 241 Psychology of Personal Adjustment	3
*Ed 246 Developmental Psychology	3
So 254 Sociology of the Family and School	3
SE 213 Introduction to Learning Disabilities	3
Prerequisites: Consult course descriptions to determine respective prerequisites	
*Ed 236 Educational and Psychological Testing	3
Ed 334.5 Applied Theories of Learning	3
Ed 351 Counseling I	3
Ed 338.1 Educational and Psychological Assessment I	3
Ed 339.1 Educational and Psychological Assessment II	3
Ed 340 Projective Techniques I	3
Ed 341 Projective Techniques II	3
Ed 337 Field Work in Child Study I	3
Ed 337.1 Field Work in Child Study II	3
Ed 399.7P Internship in School Psychology	3
Ed 399.8P Internship in School Psychology	3

Electives with prerequisites: Consult course descriptions for requirements

Ed 342	Rorschach Techniques I	3
Ed 342.1	Rorschach Techniques II	3
Ed 348	Psychotherapy for School Psychologists	3
Ed 348.1	Short-term Dynamically Oriented Psychotherapy	3
Ed 371	Research in Education and Psychology	3
Ed 373.8	Parent Communication	3

Electives without prerequisites: See page 39.

***May be waived if equivalent course has been taken as an undergraduate.**

On satisfactory completion of the two semesters of internship, the student is awarded a provisional certificate as a school psychologist by the Connecticut Department of Education. Students who are interested in earning certification in other states are advised to verify the requirements of the respective states. On the whole, Connecticut standards for provisional certification closely approximate requirements in a number of other states.

Students who intend to meet requirements for standard certification in Connecticut are required to complete three years of satisfactory experience after receipt of the provisional certificate as well as 15 credits of additional study. A minimum of three credits of study is required in each of these three areas: 1) family relationships and sociological factors; 2) research; 3) related disciplines, e.g., speech pathology, language development, special education, community resources. Six credits may be earned in study of elective subjects. In the process of completing requirements for a standard certificate, a Certificate of Advanced Study is awarded.

Courses available in the M.A. degree programs

Note: In every M.A. degree program, completion of two courses is required:

Ed 229	Philosophical Foundations of Education	3
Ed 399	Seminar	3

The following courses are available as electives (without prerequisite unless otherwise indicated), after faculty advisement:

Developmental Process, Progress and Problems

Ed 241	Psychology of Personal Adjustment	3
Ed 242	Abnormal Psychology	3

Adult Experience

Ed 246.1	Psychology of Adulthood	3
Ed 257	Career Development	3

Interaction Skills

Ed 239	Community Psychology	3
Ed 255	Group Process	3
APY 271	Effective Interviewing	3
#Ed 351	Counseling Process	3
Ed 373.1	Family Counseling	3
Ed 373.8	Parent Communication	3

Data Evaluation and Analysis

Ed 233	Behavioral Statistics	3
Ed 236	Educational and Psychological Testing	3

From the School of Continuing Education

Note: Maximum of 12 credits permitted

Bu 150	Business Communication	3
Fi 100	Principles of Finance	3
Mg 100	Principles of Management	3
Mg 125	Personnel Management	3
QA 120	Introduction to Data Processing	3
#QA 125	COBOL Programming	3
Bu 101	Business Law II	3

Signifies prerequisite required

Bilingual/School Psychology

Coordinator: Dr. Thomas deTullio

Master of Arts Degree and Certificate of Advanced Study

Requirements: Applicants must demonstrate proficiency in English and one other language. See general requirements under "General Regulations," page 13.

A program of studies is individually planned for each student. The following represents the required courses. At the discretion of the coordinator some courses may be substituted.

For full descriptions of courses, please refer to the Division of Foundations and Teaching and to the Division of School and Applied Psychology.

Ed 250.1	Multicultural Education: Perspectives
Ed 233	Educational Statistics
Ed 335	Psychology of Personality
Ed 241	Psychology of Personal Adjustment
Ed 326.1	Testing & Assessment-Bilingual/ESOL
Ed 244.3	Teacher and Pupil in the Multicultural Classroom
Ed 323	Principles of Bilingualism
Ed 338.1	Educational & Psychological Assessment I
Ed 340	Projective Techniques I
SE 213	Introduction to Learning Disabilities
Ed 339.1	Educational & Psychological Assessment II
Ed 341	Projective Techniques II
Ed 325	Methods and Curriculum in Bilingual Education
Ed 236	Educational and Psychological Testing
Ed (So) 285	Socio/Ed Issues in Bilingual Education
Ed 351	Counseling I
Ed 334.5	Applied Theories of Learning
Ed 337	Field Work in Child Study I in Bilingual Settings
Ed 399.71P	Internship in Bilingual School Psychology
Ed 399.72P	Internship in Bilingual School Psychology
Ed 372	Consultation in Bilingual Schools & Communities

Course Descriptions

APY 271 Effective Interviewing

This course is designed to offer training to individuals whose work requires a high level of skill in communicating. The emphasis is on defining the goals of the interview, on the best means for achieving these goals, on attending to overt and covert language and non-language messages, and on dealing with the emotional dimensions of the interview.

Ed 230 Issues in Professional Practice

An introduction to the practice of school psychology. On site visits to schools and presentations by working professionals. Emphasis on case referrals, consultation, perspectives on assessment and program development.

Ed 233 Behavioral Statistics

A study of elementary descriptive and inferential statistics with emphasis on applications in the behavioral sciences. Topics studied include measures of central tendency, variability, normal distributions, z and t scores, and statistical tests of significance.

Ed 236 Educational and Psychological Testing

Concepts and principles of educational and psychological testing and encompassing purposes, characteristics, and types of tests, administration, scoring, and interpretation of test results. Emphasis on aptitude, interest and achievement testing. (Prerequisite: Ed 233.)

Ed 239 Community Psychology

Applications of psychology for the improvement of the quality of life in communities. Identification of communities, and of needed services; involvement of communities, renewal of citizen participation. Effective communication. Career development for the community psychologist.

Ed 241 Psychology of Personal Adjustment

A study of the process of adjustment of normal individuals, particularly in the ages of childhood and adolescence; identification of abnormal adjustment reactions; applications of mental health principles to school, family, and community settings.

Ed 242 Abnormal Psychology

Covers a wide range of psychopathological conditions, the symptoms and dynamics involved, their etiologies, with special emphasis on child pathology.

Ed 246 Developmental Psychology

Intensive study of the processes of human development from birth through adolescence contributing to personality formation to realize the individual potential. The factors of sub-cultures and varying educational forms will be evaluated; the application of mental health principles studied.

Ed 334.5 Applied Theories of Learning

Evaluation of the application of theories of learning represented by cognitive-affective, Montessori, Piaget, child-centered, behavior management. The role of the school psychologist in designing and monitoring applications is studied.

Ed 335 Psychology of Personality

A comprehensive approach to an understanding of personality formation through a survey of viewpoints of leading theorists such as, Freud, Jung, Adler, Horney, Sullivan, Allport, Maslow and others. (Prerequisites: Ed 241, 246.)

Ed 336.2 Behavior Therapy

A one semester, introductory course on behavior therapies: their origins, assumptions, learning theories and techniques. The focus will be on respondent and operant therapies, but will also integrate some of the recent methodologies such as rational-emotive and cognitive therapies.

Ed 337 Field Work In Child Study I

Field work in the evaluation of intelligence and adjustment status of students in school settings. Assistance given in arrangement for the field placement; weekly seminar attendance is required. (Prerequisites: Ed 338.1, Ed 340.)

Ed 337.1 Field Work In Child Study II

Field work in the evaluation of children in a child service agency or mental health clinic. Assistance in placement arranged; weekly seminar attendance is required. (Prerequisites: Ed 337; completion of or concurrent enrollment in Ed 339.1 and 341.)

Ed 338.1 Educational and Psychological Assessment I

Introduction to the background and principles of individual assessment techniques. Special problems of psychodiagnostic testing of minority group children will be considered. Major emphasis will be placed on the administration, interpretation and reporting of the Wechsler Scales. (Prerequisites: Ed 236, 241, 246.)

Ed 339.1 Educational and Psychological Assessment II

The integrated use of psychodiagnostic tests in case study. Demonstration and practice in the Binet, I.T.P.A., McCarthy Developmental Scales, Bender-Gestalt, Goodenough Drawing, WRAT, SOMPA and related instruments, designed to assess intellectual, perceptual and psychoeducational functioning. (Prerequisite: Ed 338.1.)

Ed 340 Projective Techniques I

Intended to give an appreciation of the nature and purpose of projective instruments, and to sensitize the student to careful and systematic observation of clients. The Bender-Gestalt Test, projective drawings, and sentence completion test are among the instruments studied. (Prerequisites: Ed 335, 334.5, 338.1.)

Ed 341 Projective Techniques II

Advanced course which prepares students for administration, scoring, and interpretation of selected thematic tests. (Prerequisite: Ed 340.)

Ed 342 Rorschach Techniques I

Advanced course providing training in the administration, scoring, interpretation, and report writing for the Rorschach techniques. Both semesters of Rorschach courses required to fulfill standards of adequate professional practice. (Prerequisites: Ed 340, 341.)

Ed 342.1 Rorschach Techniques II

Intended not only to equip students for adequate administration and scoring but also to prepare for making valid independent interpretations of the Rorschach technique and to write integrated psychological reports. (Prerequisite: Ed 342.)

Ed 348 Psychotherapy for School Psychologists

This course is intended to sensitize the student to the meaning of specific therapeutic transactions with children and their parents. Access to clients is required. For advanced students by permission only.

Ed 348.1 Short-Term Dynamically Oriented Psychotherapy

This course is designed for professional psychologists, including school psychologists, and social workers in agencies, institutions, schools or (if qualified) private practice who are interested in short-term psychotherapy with limited therapeutic goals. In the course, conducted as a seminar, each participant will be expected to carry at least one patient/client for the duration of the term, and to report on the case on an ongoing basis. Requirements for enrollment: Statement of previous professional training, experience, and current employment; acceptance by the instructor.

Ed 371 Research in Education and Psychology

Research and evaluation in the schools; procedures and practice in experimental investigation of school related problems; appropriateness of evaluation and measurement techniques. Practical consideration affecting coordination of research in the schools. (Prerequisites: Ed 233, 236.)

Ed 373.8 Parent Communication

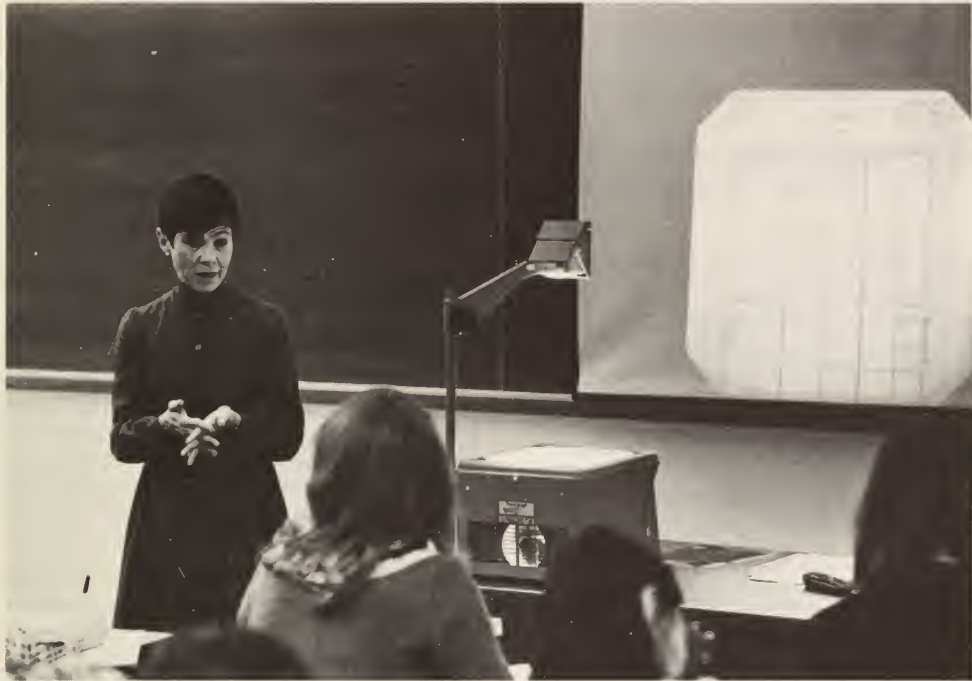
Techniques of communication in improvement of parent-school relations, interpretation of psycho-educational recommendations, conduct of parent support groups, and consultation in crisis situations.

Ed 399.7P Internship In School Psychology I

Semester experience of 90 days in school or clinical setting under joint supervision of faculty and school/agency psychologist. (Prerequisite: completion of all coursework for special provisional certification in school psychology.)

Ed 399.8P Internship In School Psychology II

A second semester of 90 days in school or clinical setting. (Note: certification requires a minimum of 90 days in school experience.) Supervision by faculty and school/agency psychologist. (Prerequisite: completion of Ed 399.7P.)



Division of Special Education

Division of Special Education

Professor: Jerome Schiller

Associate Professors: Margaret C. Deignan,
Director; Daniel Geller

Adjunct Faculty: Robert Avery, John Dixon,
Sharyn Esdaile, Beatrice Krawiecki, Richard
Natale, Mary H. Wolf.

Master of Arts Degree and Certificate of Advanced Study

See Requirements under "General Regulations," Page 13.

The Master's degree and Certificate of Advanced Study programs in Special Education are individually planned according to each student's needs, interests and background.

On the Master's level the student is required to take 24 credits in Special Education including Seminar (SE 399). Ed 299 is a general requirement for all Master's candidates. Comprehensives will be taken within the Division. Six credits of elective courses are permitted.

In addition to the individually designed program, candidates for the C.A.S. are required to take SE 340 (C.A.S. Practicum) and Ed 334 Theories of Learning. A C.A.S. major in Special Education requires a minimum of 18 credits within the Division. With Division approval six credits of elective courses are permitted.

Certification Requirements

Preparation of Teachers of Exceptional Children

The following represent the current state requirements for certification as a Teacher of Handicapped Children.

Preparation of Teachers of Exceptional Children.

To receive a provisional certificate endorsed for Special Education, an applicant shall present evidence of meeting general and specific basic requirements as mandated by the State Department of Education. Programs for certification will be specified on an individualized basis in a series of meetings with the candidate's advisor.

The essence of the certification program in Special Education at Fairfield University is sequentially organized across categories. This format provides a frame of reference for the evaluation of learning strengths and weaknesses of each child. This evaluation of perceptual, language and cognitive functioning is used as the basis for deriving a prescriptive curriculum for the handicapped child.

The planned program in Special Education is presented according to the format of the state certification law for preparation and includes courses in the following areas:

I. Psychoeducational Theory and Development of Handicapped Children

Developmental growth from infancy to adulthood is a baseline against which handicapped children are viewed.

II. Diagnosis of Handicapped Children

Students possessing the outline developmental information can view each handicapped child against this background and thereby assess developmental strengths and weaknesses.

III. Program Planning and Education of Handicapped Children

Survey, analysis and evaluation of programs available for handicapped children. Theory, development, diagnostic procedures, curricula and methods will be used as the baseline for comparison.

IV. Curriculum and Methods of Teaching Handicapped Children

The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of remedial education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, span of attention, pace of information processing, capacity for organization, capacity for relationships and momentary motivational states.

Opportunity is provided within the Special Education program for teachers to be exposed to such variables. The teacher is expected to learn to observe children, to understand them, and to modify theoretical programs to fit the child variables. The teacher is expected to be able to shift gears, to shift areas, and to utilize several alternative approaches to the same end goal.

V. Practica

The practica are designed to give students opportunities to engage in actual teaching situations under supervision by university, school and agency personnel. They provide situations in which to observe and evaluate the ability of the students to translate classroom learning into effective teaching.

Practicum requirements are settled individually in meetings with faculty advisors.

VI. Special Education course planning will be in concert with the student's advisor.

Bilingual/Special Education

Coordinator: Dr. Thomas deTullio

Master of Arts Degree and Certificate of Advanced Study

Requirements: Applicants must demonstrate proficiency in English and one other language. See general requirements under "General Regulations," page 13.

A program of studies is individually planned for each student. The following represents the required courses. At the discretion of the coordinator some courses may be substituted.

For full descriptions of courses please refer to the Division of Foundations and Teaching for Ed courses and to the Division of Special Education for SE courses.

SE 213	Introduction to Learning Disabilities
SE 361	Diagnostic Procedures in Special Ed.
Ed 326.1	Testing and Assessment-Bilingual-ESOL
Ed 261.6	Reading in the Bilingual Classroom
SE 232	Management Techniques in Special Ed.
Ed 323	Principles of Bilingualism
SE 335	Clinical Teaching I
SE 335.1	Clinical Teaching II
Ed 325	Methods and Curriculum-Bilingual Ed.
Ed (So) 285	Socio-Ed. Issues in Bilingual Ed.
SE 203	Issues and Problems in Special Ed.
SE 390	
&	Practica
SE 391	

Course Descriptions

SE 185-186 Internship in Special Education

Involves a minimum of one full semester of full-time teaching experience with exceptional children. Fulfills all requirements for state certification when student spends one full year (two semesters) in this position. *6 credits.*

SE 203 Issues & Problems in Special Education

This course is designed to accommodate both special and non-special education majors. Problems will be described and issues and opposing positions will be identified. Previous attempts at solutions and resolutions will be explored. Practical suggestions on how the problems may be dealt with effectively in the schools will be discussed. Specific issues and problems will include: labeling, demonstrating effectiveness, individualizing instructional programs (IEP's), mainstreaming, deinstitutionalization, early identification, parental involvement and the changing role of special education.

SE 209 Introduction to Human Neuropsychology

History of brain-behavior relationships. Overview of defectology. Psychological approaches to assessment: Halsted-Reitan, Luria.

SE 211 Introduction to Mental Retardation

This course will be oriented toward developing an understanding of mental retardation as a medical, sociological, educational and psychological problem with implications for prevention and intervention.

SE 213 Introduction to Learning Disabilities

This course introduces learning disabilities by providing a history, a definition and a review of research. A conceptual model is introduced with supporting developmental rationale for inclusion.

SE 217 Introduction to the Emotionally Disturbed Child

Compares normal and atypical patterns of personality growth from infancy through the school years.

SE 232 Management Techniques in Special Education

The major portion of the content will focus on various techniques for improving behavior of problem students in regular and special education programs by regular and special education teachers. Content will include such items as behavioral analysis, task analysis, observation techniques, measuring and recording behavior change and changing teacher behavior. This course has no prerequisites and is open to both special and non-special education majors.

SE 236 Administration of Educational Tests

A course designed to include selection, administration, scoring and interpretation of individually administered educational achievement and diagnostic instruments.

SE 237 Testing for Special Education

The general aim of this course is to familiarize the student with the requirements of good testing practice. It will treat the criteria by which tests are to be evaluated. It will consider the special problems existing for those who work with the handicapped or with students in need of remedial help. The attempt will be made to develop an appropriate vocabulary and to introduce the student to some of the more widely used standardized tests and to sources of test information.

SE 239 Neuropsychological Assessment of Children

Evaluation of symptoms and developmental history. Interpretation of developmental, systems, cognitive and educational tests as to level and qualitative information leading to a treatment plan.

SE 259 Developmental Reading Implications in Special Education

This course is designed to present basic approaches to the teaching of reading. Special attention will be extended to the correlation of individual learning styles of special education students and the development of reading.

SE 290 Neuropsychology of Language Pathology

Normal language development and child language pathology. Language dysfunction and appropriate assessment procedures; motor-expressive and sensory-perceptual disorders (semantic, phonemic, etc.).

SE 335-335.1 Clinical Teaching I-II

A six credit sequence required of all certification candidates. The broad purpose of the two courses is to develop clinical teaching skills based upon diagnostic and observational information viewed within the concept of a learning model. The approach will be noncategorical in nature, and will explore such topics as identification of learning needs and goals; determination of educational content; selection and organization of materials and selection of educational environments. (Prerequisites: SE 213, SE 361.) *6 credits*

SE 337 Curriculum & Methods In Mental Retardation

Curricula and methods presently in use with the retarded at each level of schooling will be presented. Emphasis will be on the mildly and moderately retarded individual in public school settings. (Prerequisite: SE 211.)

SE 339 Learning Disabilities and Brain Function

This course provides a beginning understanding of the relationship between brain dysfunction and disordered learning in children.

SE 340 C.A.S. Practicum

Candidates will complete project involving field work and/or research in Special Education. This course cannot be used to fulfill certification requirements.

SE 352-352.1 Workshop In Special Education

Pertinent psychological and educational procedures relevant to the diagnosis of the child who is exceptional will be considered. Diagnostic profiles will be interpreted in terms of developmental and remedial educational techniques. (Prerequisites: SE 213, SE 335, SE 361.) *6 credits*

SE 361 Diagnostic Procedures In Special Education

Evaluation of learning abilities of exceptional children using formal and informal approaches. (Prerequisite: SE 213.)

SE 390-390.1 Practica In Special Education

Focus in these courses is on effective teaching of children with at least two types of handicapping conditions. Two different settings will be employed. *6 credits*

SE 399 Seminar In Special Education

To assist students in the integration and synthesis of their knowledge and experience.

SE 399.1 Advanced Seminar In Case Study

An in-depth analysis of specific topics in special education. (Prerequisite: permission of the instructor.)

SE 400 Independent Study In Special Education

Provides the opportunity for advanced students to pursue their interest in diverse aspects of special education under the guidance of a faculty member. Permission is by application to Division Chairman.

Courses in the Gifted, Creative and Talented Child

A major in this area is offered at both the Master's and C.A.S. levels.

SE 221 Education of the Talented and Gifted

An introductory course focusing on the characteristics of and programming for the gifted and talented child. Emphasis will be placed upon identification techniques appropriate to the intellectually superior student, the creative child, and the talented student.

SE 225 (THE) Creative Process and the Creative Child

A course which will focus on the exploration of creativity through activities and theories, contemporary practices and research, and which will examine the implications of this paired approach for the education of the creative child. Attention will be given to the development and measurement of creativity in classroom settings as well as its growth in the individual.

SE 266 Differentiated Curriculum for the Gifted and Talented

This course will focus on the special learning styles of different groups of gifted and talented children and curriculum approaches that are appropriate for children with exceptional intellectual ability, children with exceptional creative ability, children with exceptional spatial ability, children with exceptional linguistic ability, and children with exceptional psychomotor ability. Methods of discovering learning style preferences will be considered.

SE 280 Development of Artistic Talent

In recognition of the increasing demand that the arts (music, theatre, dance, and graphic arts) be placed in the regular (K-12) curriculum the classroom teacher needs to become familiar with principles and methods to identify and support talented students in the arts as well as to be knowledgeable on arts programming for all students. The course will focus on *strategies* for uncovering aptitudes, *practices* for student development, model *course designs* which will utilize available art resources and suggest methods in career guidance.

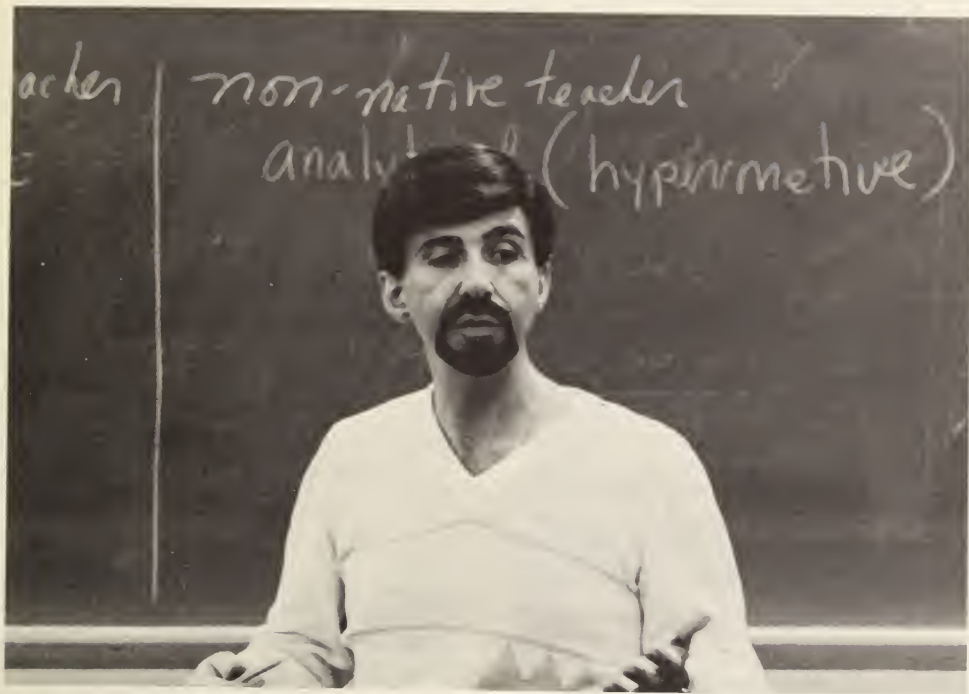
SE 320 Special Topics - Talented and Gifted

This course takes an in-depth look at major issues in the field of talented and gifted such as differentiated curriculum, learning styles, teaching strategies to maximize the potential of the student at the elementary and secondary level. Emphasis is also placed on program models and techniques of evaluation.

SE 380 Practicum in Education of Gifted and Talented

Working under the supervision of a faculty member students will complete an individual or group project involving field work in the area of talented and gifted. Students will work directly with artists, teachers, administrators, and educational specialists in the completion of projects. (Prerequisite: permission of the instructor.)





Division of
Foundations and
Teaching

Division of Foundations and Teaching

Professor: Rev. Francis W. Lewis, S.J.,
Director

Associate Professors: Rosalie M. Colman,
Rev. James H. Coughlin, S.J.; Chester J.
Stuart

Adjunct Faculty: Sara Austin, Alice
Cavanaugh, William L. Curnin, Thomas
deTullio, Clifford Emanuelson, Kathleen
Faggella, Paula Gaus, Robert Gillette,
June Gould, Mary Ann Hall, Jean Healy,
Carole Helstrom, Dorrie Henninger,
Bena Kallick, Nancy McKeever, Joanna
Nicholson, Anne Peskin, Gena Rotas,
John Schurdak

Master of Arts Degree and Certificate of Advanced Study

See requirements under "General Regula-
tions," Page 13.

Certification Programs

A. Teaching Academic Subjects in Sec- ondary School (except English)

Required: Ed 181-2 Directed Observa-
tion and Supervised Stu-
dent Teaching (no gradu-
ate credit)

choice of Ed 229 Philosophical
Foundations of Education,
or
Ed 321 Comparative Philo-
sophies of Education

choice of Ed 245 Psychology of
Adolescence

Ed 246 Developmental
Psychology

or

Ed 334 Theories of
Learning

choice of *Ed 264 Innovative Tech-
niques for Secondary
Instruction

or

Ed 265.1 Principles of
Curriculum Development

choice of Ed 251 Principles and
Foundations of Guidance

or

Ed 271 Audio-Visual
Methods in Teaching

or

One Three-Credit
Education Elective

*Required for applicants with no teaching
experience.

B. Teaching English in Secondary School

Required: Ed 264.1 Special Methods
in Secondary School
English

Ed 259.1 Developmental
Reading in the Secondary
School

Ed 181-2 Directed Observa-
tion and Supervised Stu-
dent Teaching (no gradu-
ate credit)

choice of Ed 229 Philosophical
Foundations of Education
or
Ed 321 Comparative Philo-
sophies of Education

- choice of Ed 245 Psychology of Adolescence
or
Ed 246 Developmental Psychology
or
Ed 334 Theories of Learning

English Credits (Total of 30) must include:

- En 205 Literature for Young Adults
En 222 Teaching Expository Writing
En 282.3 History and Grammar of English Language
or
En 282.3 Linguistics

Consult state regulations for all other requirements, including the credits required in teaching fields. Copies of the Connecticut Certification Regulations, 14th edition, are available in the office of the Dean and in the office of the Division Director.

Course Descriptions

ED 181-182 Directed Observation and Supervised Student Teaching

Internship program for students who have been approved as qualified candidates for teaching in secondary schools. It will bring students into direct classroom contact. The dynamics of classroom management, techniques of teaching, organization of lesson plans, duties as members of a school, faculty, guidance responsibilities are emphasized. Individual and group conferences are held. Each student is assisted, observed and evaluated by the Director of Teacher Training, the Supervising Teacher, and a faculty member in the academic field of the student's field of specialization. Course will require a minimum of 180 hours.

(Undergraduate Credit) 6

Ed 183 Teacher Observation (for students granted waiver of Ed 181-2)

No credit

Ed 185-6 Internship In Teaching

The student spends a minimum of one semester in a public school under the supervision of a clinical professor. *6 credits*

Ed 215.1 Communication, Research & Reporting

This course is for foreign-born graduate students who need intensive work to improve their English skills, oral and written. It will demand dedication and hard work for five consecutive weeks. Students will see significant progress in both their communication and their writing ability. Since language should not be taught in a vacuum, increased understanding of American culture will also take place. There will be an opportunity each day for each student to talk to the teacher. *6 credits*

Ed 229 Philosophical Foundations of Education

This introductory course will be an application of the basic concepts of philosophy to education in general, and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking and encourage personal commitment to his or her own philosophy of life.

Ed 229.1 Philosophical Issues in Education

A systematic discussion of the problems of education (aims, agencies, content, method), until this discussion is reduced to an issue in metaphysics, epistemology, axiology. Educational panaceas will be examined against the frame of reference of each of the four major philosophies of education: idealism, realism, pragmatism, existentialism. The course will include an examination of current proposals, by modern educators, as appearing in recent monographs and periodicals. (Prerequisite: Ed 229 or its equivalent.)

Ed 236.9 Evaluating Student Performance

Alternatives to traditional grading. New tested practices which enhance learner motivation and diminish student resentment of evaluation.

Ed 240 Humanizing Learning

A study of the sources, theory, and practice of humanistic education, with special focus on classroom implementation.

Ed 245 Psychology of Adolescence

The study of human development from puberty to maturity, the so-called period of adolescence. The developmental tasks to be treated are: physical, intellectual, emotional, social, moral, vocational, heterosexual. Included in the study will be the problems and issues of drugs, pregnancy, sex education, suicides, runaways.

Ed 259.1 Developmental Reading in the Secondary School

Methods and materials for improving reading and study skills at the secondary level; the application of developmental reading skills in all curriculum areas.

Ed 260.1 Techniques in Diagnosing Reading Problems

A survey of methods and materials for formal and informal, group and individual diagnosis of reading strengths and weaknesses.

Ed 263.2 Reading in the Content Areas

Rationale and strategies for teaching reading in the various content areas. Focus will be upon strategies for diagnostic instruction and methods for concept development.

Ed 263.8 Language Experience in the Classroom

Curriculum rationale and practical application of the Language Experience Approach to teaching reading/language arts, especially applicable for nursery through fourth grade classrooms. Development of materials and methods appropriate for the "integrated curriculum."

Ed 264 Innovative Techniques for Secondary Instruction

A treatment of teaching procedures and materials for aiding the learning process as they apply to classroom instruction in academic subjects in the secondary school.

Ed 264.1 Special Methods in Secondary School English

The organizational pattern in which English can best be taught. An analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curricula materials, methods of organization; approaches to the study of literature and procedures most cogent in the field of grammar, composition, oral communication and dialogue.

Ed 265.1 Principles of Curriculum Development

Students in this class will be involved in a survey of curriculum development for the appropriate level; subject-centered curricula; their evaluation and the influences that will lead to the organization of the several types of "unit" and experimental curricula. Methods of cooperative participation of parents, teachers and administrators in curriculum organization will be considered.

Ed 267 Secondary School Curriculum: Recent Developments

Current curricular trends and developments; current patterns of organization; revisions in content areas; new directions, problems, and issues. The second half of this course will require the student to undertake an intensive study of the recent developments in one of the disciplines.

Ed 268 Workshop in Curriculum Reorganization

A course intended for those who wish to participate actively in a curriculum reorganization practicum. Each student creates an individual program of studies in a specific discipline, with comprehensive scope and sequence and under the personal supervision of the instructor. The student becomes aware of those curriculum determinants which are pertinent to his or her applied program.

Ed(Ma) 268.9 Current Problems in Teaching Secondary School Math

This course is designed for teachers of secondary school mathematics. It will be conducted on a seminar basis and will investigate topics in curriculum, methodology, evaluation and administration of secondary school mathematics. A decision on the specific topics to be discussed will be made during the first class meeting, and may change from year to year.

Ed 296.1-296.2 The Better High School

A study of recent national studies of high school reform and adolescent development, and their practical implications. 3-6 credits

Ed 301.5 Education and the Future

An introduction to future studies and their applications to planning in teaching, curriculum, administration, etc.

Ed 321 Comparative Philosophies of Education

A comparison of systems of philosophy currently influential in education as to their understanding of the purpose of philosophy and education, reality, knowledge, learning, society, school and values.

Ed 322 Piaget: The Developmental Process

An exploration of Piaget's findings regarding the cognitive, affective and moral development of the young person and their implications for schooling practice.

Ed 333 Learning Values: Moral Development and Moral Education

A study of contemporary theory and practice. Includes investigation and evaluation of the work of Simon ("Values Clarification"). Piaget, Kohlberg ("Six Stages of Moral Development"), etc.

Ed 334 Theories of Learning

A detailed consideration of the conditions of human learning found in the principal schools of psychology on the contemporary scene that are particularly significant for education will be covered in class. Investigation of other theories will be required for individual reports.

Ed 334.2 Mastery Learning

A study of the theory and experimental practice of various "mastery learning" proposals, including the work of Benjamin Bloom. 1 credit

Ed 350 Focus (or Workshop) on Comprehension

Model strategies for developing comprehension and critical thinking in students of all ages. Development of an evaluative scheme for comprehension strategies and reader involvement in text.

Ed 390 Practicum in Teaching

The solving of a practical problem in classroom teaching which involves applying educational research to a specific school situation.

Ed 399 Seminar in Education

Each member of the seminar makes an independent study applying techniques of educational research and submits reports which are discussed in class meetings.

**Ed 400 Independent Study in Teaching/
Curriculum/Foundation**

3-6 credits

**Courses in Cultural Subjects and
Teaching Fields**

Coordinator: Rev. Francis W. Lewis, S.J.

En 205 Literature for Young Adults

The course will focus on the selection and use of a variety of literature, both traditional and contemporary, for the secondary school student. It will emphasize a values approach intended to help students find a common ground between a short story, poem, drama or novel, their own lives, and contemporary society.

En 222 Teaching Expository Writing

This course will consider how a writer, professional or student, discovers a subject, identifies an audience, gathers data, finds a voice, manipulates language and materials, creates a design, writes, rewrites, and evaluates. Types of exposition will include the personal essay, the essay test, the research report and writing about literature.

En 282.2 Grammar and History of the English Language

This course includes a study of the nature and importance of the language: Old English, Middle English, English Grammar, the 18th century attitude toward language, English speech and writing, and influences affecting modern language and usage and variety in English.

En 282.3 Descriptive English Linguistics

Introduction to the principles of modern descriptive linguistics, especially as they relate to present-day English: its grammatical structure, its sound and spelling systems, its vocabulary, and rules of usage. Modern English grammar will be approached from both the structural and transformational points of view, and special emphasis will be given to the application of linguistic knowledge to the teaching of the language arts, including composition and stylistic analysis.

En 282.5 The English Language—Form and Function

A course to prepare Teachers of English to Speakers of Other Languages (TESOL) in linguistic analysis, structure of the English language and areas of possible difficulty for the non-native English speaker. Emphasis will be given to phonetic, phonemic, lexical and syntactical areas of interference. Required of all students with a concentration in TESOL.

Ma 209 History and Philosophy of Mathematics

This course is designed to provide the non-mathematician with some insight into the history and philosophy of mathematics. Mathematics will be considered not as a scientific tool, but as an intellectual achievement of man. Additional topics will include an introduction to several areas of modern mathematics. Elementary theory of sets, logic, probability, number theory, mathematical games and the axiomatic approach will be investigated.

So 254 Sociology of Family and School

A study of present day family life in our national subcultures; the effects on the key features of child personality. Consideration is given to the value structures of school systems; to the interactions between parents and school systems; to the outcomes for children in these interactions. Trends in current cultural change are noted.

Courses Leading to the Master of Arts or Certificate of Advanced Study with a Concentration in Multicultural Education (Bilingual and English as a Second Language Education)**Requirements for the M.A. - 33 credits**

Ed 229 Philosophical Foundations of Education

Ed 399 Seminar (after completion of 24 credits)

Terminal written critique (after completion of 24 credits) Multicultural Education.

A *minimum* of 18 credits in Multicultural Education chosen from the following.

Electives from other disciplines must be approved by the coordinator.

Requirements for the C.A.S. - 30 credits beyond the M.A.

Ed 321 Comparative Philosophies of Education

Ed 334 Theories of Learning

Practicum (Multicultural Education)

A *minimum* of 18 credits in Multicultural Education chosen from the following.

Electives from other disciplines must be approved by the Coordinator.

Courses in Bilingual-Bicultural Education and E.S.L.

Coordinator: Thomas deTullio

Ed(Sp) 212 Spanish Language Arts in Bilingual-Bicultural Programs

A course designed to aid the teacher in choosing proper and suitable literature of the Spanish speaking world with emphasis on Puerto-Rican, Cuban and Mexican works in order to enhance the following: native linguistic competency, English linguistic competency-oral and graphic; appreciation of native literature with emphasis on stylistic and cultural insight. The choice of proper testing techniques for each of the above areas will give special attention to the more individualized types of learning required very often in bilingual-bicultural programs. Offered in Spanish.

Ed 212A English Language Arts in The Multicultural Curriculum

Investigation and application of various techniques and components of English language arts taught in bilingual curricula. Speaking, reading, composition, spelling, comprehension, pronunciation, grammar.

Ed 220.1 Teaching English as a Second Language

This course considers contrasting English with the student's native language. Pronunciation, structure and vocabulary are stressed. The use of multi-media is also included.

Ed 244.3 Teacher and Pupil in the Multicultural Classroom

Multicultural awareness: understanding different cultural systems, the child self-concept. Activities for affective growth.

Ed 261.6 Reading in the Multicultural Classroom

Introduction to reading in the bilingual classroom, reading readiness, use of dialect in reading, word recognition, reading comprehension, building reading skills through cultural differences, Basal Reader evaluation and adaptation of material, reading for pleasure, beginning reading in a second language, techniques to evaluate reading proficiency and comprehension.

Ed 264.7 Creative Methodology In Multilingual Teaching

A course intended to keep the prospective teacher or practicing teacher of foreign language and those involved in bilingual-bicultural programs abreast of current trends in second language and culture education with special emphasis on the development of a creative methodology within a standardized curriculum.

Ed 267.1 Teaching Content Area Subjects in the Bilingual Classroom

Laws on bilingual placement, evaluation of available texts in Spanish, evaluation of related classroom materials in the areas of general science, biology, social sciences and mathematics. Adaptation of available school and library materials in English for the bilingual classroom.

Ed 277.2 TV and Multilingual/Multicultural Instruction

The course is designed for foreign language, ESL and bilingual teachers who are interested in exploring the use of television in bilingual education. Students enrolled in the course will work with the TV medium to produce short educational TV programs. The course will be team-taught by a professor in bilingual education and a professor in education television.

Ed 323 Principles of Bilingualism

A psycholinguistic study of the various aspects of first language acquisition, second language learning and compound and coordinate bilingualism.

Ed 323.1 The Bilingual Child

Types of bilingualism; implications for teaching strategies in the target language and in the English as a second language classroom. Approaches to the unique learner-teacher relationship.

Ed 324 E.S.L. In Bilingualism

Techniques to teach English to the non-native. Emphasis on multi-media and skill development.

Ed 325 Methods and Materials In Bilingual-Multi-cultural and ESL Programs

A course designed to aid the teacher or prospective teacher to develop a variety of teaching methods and materials including testing materials to meet the individual needs of students in a class or program. Special emphasis is on linguistic, writing, reading comprehension and listening comprehension in the native language and English with a scope on both cultures.

Ed(SE) 325.1 Introduction to Bilingualism and Special Education

Introduction to types of learning disabilities, diagnosis and classroom remedial techniques. No previous courses in special education or bilingualism required.

Ed(SE) 325.2 Issues In Bilingualism and Special Education

A course designed to aid the teacher of non-native English speaking children in assessing degrees of bilingualism and recognizing a special education child. How to deal with the "no English" barrier and the special education of the disabled child.

Ed 325.5 Instructional Management of The Multicultural Program

This course will expose the participant to the following: teaching principles of multicultural education, bilingual programs - full maintenance, partial maintenance, transitional, English as a second language. Planning for optimum instruction, curriculum planning for three language strands-native, second language, mixed groups. Scheduling, physical organization of the school and classroom, rationale for pupil grouping patterns.

Ed 325.6 Analysis of Bilingual and ESOL Materials

To assist teachers in analyzing bilingual and ESOL materials for use in their individual teaching situations. Each class session will treat an in-depth discussion/presentation of use, methodology and practicality of teaching materials. Each teacher will develop rating sheets based on the individual's needs in the teaching situation. Phonological control of the materials will be stressed and students will learn to do control studies of various materials.

Ed 326 Workshop In Multicultural Pupil Assessment

A course intended to train the teacher to assess the performance, achievement and intelligence of culturally varied children. The objective is to improve the educational opportunities of these children through proper and commensurate choice of testing materials and placement procedures.

Ed 326.1 Testing and Assessment-Bilingual and E.S.L.

A course intended to probe the following areas: Language dominance, techniques in testing the non-native English speaking child, the bilingual child, language proficiency and I.Q., assessing language and reading comprehension.

Ed 327 Workshop In Multicultural Curriculum Development

Source of materials, study guides, lesson planning, audio-visual materials, library and resource center, teacher made materials.

Ed 327.1 Practicum: Teaching the Non-English Speaking

Participants will be required to teach English to the non-English speaker. Emphasis on methods, techniques, planning, assessment, acculturation, survival English.

Ed 327.2 The Multicultural Setting, A Practicum

Teaching in a multicultural setting. Emphasis will be placed on curriculum for integrative teaching and learning with special attention given to cultural differences in learning styles and their implication on teaching styles.

Ed 328 Multicultural Education and Parental Involvement

A course designed to provide educators in bilingual programs with greater insight into techniques to enhance parental involvement in the education of their children and themselves.

Ed 329 Methods in TESOL

A course designed to present to the student modern methods and special techniques for teaching English to speakers of other languages. The student will be required to actively participate in teaching E.S.L. in a mock situation, to study and discuss modern approaches, and to visit a determined number of E.S.L. classes and to report on such visitations. This course presently meets State Certification requirements for teaching English to non-English speaking adults.

Ed 399 F.L. Seminar in Multilingual/Multicultural Education

Discussions of periodical publications in the field. Each participant will choose an area of concentration for a paper or project. This may be effected by the individual or by small group cooperation.

So 250.1 Multicultural Education: Perspectives

A study of cultural democracy, the ideology of assimilation in education, values, cognitive styles, intercultural variability, sources and theories of inequality in education, culturally different students, multicultural education as a social force.

So(Ed) 285 Socio-Educational Issues in Multilingual/Multicultural Education

A course intended to provide the classroom teacher with the sociological implications on the educational process of the non-native English speaking child.

So(Ed) 286 Issues in Multilingual/Multicultural Communication

A course designed to probe into the relationship between language usage and variety; patterns of sex discrimination and integration; role stereotyping and specialization across and within modern societies.

Sp(Fr)(Ed) 308 Workshop in Spanish, French Acculturation

Designed to teach the teacher of foreign language and those involved in bilingual-bicultural programs the approaches to use in the preparation and implementation of curriculum enrichment materials through which students become acculturated in the culture they are studying.

Sp(Ed) 309 Workshop in Spanish and American Transculturation

A course to prepare the teacher or prospective teacher in bilingual or E.S.L. programs to be more culturally aware of the target cultures with which he or she deals and how to prepare materials to enhance the non-native English speaking child's adjustment to the American environment while enhancing the Anglo child's opportunity to learn about other cultures from those in class.



Master of Arts Degree in Instructional Computer Science

Completion of 33 credits

REQUIRED

At the beginning of program:

Philosophical Foundations of Education	Ed 229
or	
Comparative Philosophies of Education	Ed 321
Theories of Learning	Ed 334

After completion of the above:

Introduction to Computers	Ed(CS) 285
Computer Programming for Teachers	Ed(CS) 286
Applications of Computers in Instruction	Ed(CS) 289
Seminar on Computer Assisted Instruction	Ed(CS) 361
Practicum I and Practicum II in Computer	Ed(CS) 388-388.1
Assisted Instruction (To be taken at the end of the program)	
Introduction to FORTRAN & Numerical Method	MA 201
ELECTIVES	6 credits

Courses in Computer Assisted Instruction Coordinator: John J. Schurdak

Ed(CS) 285 Introduction to Computers

This course is designed to introduce students to computer organization, operations, and programming. The course covers the organization of computer systems, methods of data storage, the use of flow charts, the fundamentals of data flow, and an introduction to programming. No prior knowledge of computers is required. Special topics include microcomputers and the use of computers in educational institutions.

Ed(CS) 286 Computer Programming for Teachers

In this course students will learn the APL computer language using the University's DEC 2060 computer system. Emphasis will be placed on programming topics and techniques with instructional applications. No prior knowledge of computers is required.

Ed(CS) 289 Applications of Computers in Education

This course has no prerequisites and is geared to the first-time computer user who is interested in the use of computers in the classroom. The language BASIC will be taught using the University's DEC 2060 system, but applicable to the various microcomputer BASIC versions. It is expected that students will leave the course with actual experience in developing drills, simulations and tutorial routines applicable to classroom instruction.

Ed(CS) 361 Seminar on Computer Assisted Instruction

A range of aspects of computer assisted instruction will be covered, including critiques of computer course strategies in the light of theories of instruction and principles of learning, discussions of available equipment and of the state of the art, and an introduction to the writing of computer administered instructional materials. Color graphic terminals connected to a DEC 2060 computing system will be available to members of the Seminar. (Prerequisite: Ed(CS) 289.)

Ed(CS) 388-388.1 Practicum in Computer Assisted Instruction I and II

Practicum affords students an opportunity to prepare curriculum materials for presentation by computer. Students will have access to the University DEC 2060 computer system and to color graphic terminals, but will have the option of developing CAI materials for use on their own school's computer equipment. (Prerequisite: Ed(CS) 361.)

Early Childhood Major

A major for persons concerned with the teaching, learning relationship and interaction with young children in settings such as day care centers, camps, playgrounds and libraries.

Master's Degree

Major in Early Childhood for day care workers, nursery school staff, people working with young children, and parents.

1. Completion of 33 credits
2. Required Courses:
 - a. Ed 229 Philosophical Foundations (at beginning of program)
 - b. Ed 399 Seminar in Education (at end of program)
 - c. Ed 201 Exploring Early Childhood (at beginning of program)
 - d. Ed 202 Observing & Recording (toward end of program)
 - e. 15 additional credits in Early Childhood Education
3. Electives 6 credits (to be approved by an advisor)
4. Critical Paper (in lieu of comprehensive) - (at completion of the program)

The Certificate of Advanced Study

- A. The Certificate is granted for an approved 30 credit program in advanced study beyond the Master's degree. Students whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for an advanced study program.
- B. Required Courses:
 1. Ed 321 Comparative Philosophies of Education (at beginning of program)
 2. Ed 334 Theories of Learning
 3. Ed 201 Exploring Early Childhood (at beginning of program)
 4. Ed 202 Observing and Recording (at end of program)
 5. Ed 390 Practicum (at end of program)
- C. 9 Credits in Early Childhood Education
- D. Electives 6 credits (to be approved by an advisor)

Courses in Early Childhood Education, Environmental Studies, and Alternative Education

Coordinator: Joanna Nicholson

Early Childhood Major

Ed 201 Exploring Early Childhood

This course will be geared primarily to teachers, parents, leaders, and day care workers of children aged infant-5. The emphasis will be on new approaches based on current understandings of child development.

Ed 202 Observing and Recording

This course will deal with the skills needed to look at and see children being children, to learn their language, to objectively record the process and to begin to interpret the data collected.

Ed 204.2 Music and Early Childhood Education

Methods and materials in focusing, engaging, expanding, and developing a repertoire of songs, rhymes, and movements to be used with young children as they explore the world of sound and find the music inside themselves for learning and enjoyment.

Ed 205.4 Administration of Day Care Centers and Pre-Schools

This course offers the directors and teacher directors of pre-school programs the opportunity to identify, experience and strengthen their administrative abilities. As a group, a network of support systems tailored to specific needs of individual directors will be created. There will be opportunities to work with experts in the field of business and management.

Ed 206.12 Building Curriculum for Pre-School and Young Primary Children

This course gives specific ideas and suggestions for developing learning in all content areas based on the physical and intellectual growth of the young child. Practical math activities, appropriate children's literature, experiential science and creative arts, drama and movement techniques — all with a reading readiness and skill approach.

Ed 217.81 Outside the Classroom: Using the Outdoors for Early Childhood

Starting points will be developed from the immediate environment which can be realistically implemented by teachers, parents, day care workers or leaders within early childhood classrooms or situations. Sessions will include using the outdoors as a base for curriculum building, ways of providing hands-on experiences for children, ten minute field trips and a sensitivity to the outdoors and each other.

Ed 304.6 Discipline as a Positive Learning Experience

The reasons behind children's misbehavior will be investigated in this course. Once the child's motivations are understood, the parent or teacher can learn to deal effectively with the causes of misconduct. New and effective methods of dealing with such issues as temper tantrums, stealing, lying, swearing, violence, eating difficulties and disobedience will be explored.

Ed 304.7 Advanced Workshop in Redirecting Children's Misbehavior

This workshop will provide the opportunity for participants to develop and perfect the skills necessary to encourage children and adolescents to use their strengths in a positive and productive way, and to help those young people be responsible for their own behavior. Methods to encourage "cooperation" in school and at home will be explored. (Prerequisite: Ed. 304.6 or permission of instructor.)

Ed. 304.8 Music Connects

Helping children to develop positive self-esteem and self-reliance using music as an invitation to "find your own way," to create, and make decisions. An interdisciplinary approach using music to make connections with mathematics, science, poetry, children's books, dance, art, and drama. (Prerequisite: Ed. 204.2.)

Ed 400 EC Advanced Early Childhood Studies

This independent study project is an arranged liaison with a day care, nursery school, hospital or library. An independent project requirement and an advisor from the University would be the link between the field site and the University.

Environmental Studies

A major for persons concerned with developing and using environmental concepts in their work either within existing parameters or in the creation of new directions.

The Environmental Studies Major Adjunct Faculty are affiliated with the following environmentally-related groups. Courses are given at these sites when appropriate:

- Audubon Center at Greenwich
- Connecticut Audubon Center (Fairfield)
- Devil's Den Preserve (Weston)
- Oceanic Society (Stamford Marine Center)
- Schooner, Inc. (New Haven)

Master of Arts Degree

1. Completion of 33 credits
2. Required Courses:
 - a. Ed 229 Philosophical Foundations (at beginning of Major)
 - b. Ed 399 Seminar in Education (at end of Major)
 - c. Ed 217.52 Introduction to Environmental Studies
 - d. Ed 311.8 Ecological Studies at Devil's Den Preserve
 - e. 9 credits in Environmental Studies
3. Electives - 12 credits with the approval of an advisor
4. Critical Paper (In lieu of comprehensive examination)

The Certificate of Advanced Study

This certificate is granted for an approved 30 credits in advanced study. Students whose previous program of study was in a field other than Environmental Studies will be required to complete certain introductory graduate courses before being accepted for an advanced study program.

1. Required courses:
 - a. Ed 321 Comparative Philosophies of Education
 - b. Ed 334 Theories of Learning
 - c. Ed 390 Practicum or Internship (at end of program with your advisor)
 - d. Ed 217.52 Introduction to Environmental Studies
 - e. Ed 311.8 Ecological Studies at Devil's Den Preserve
 - f. 9 credits in Environmental Studies
2. Electives - 6 credits with the approval of an advisor.

Environmental Studies**Ed 217.41 Curriculum Development in Environmental Studies**

This course asks the participants to consider a model environmental program which has as its goal the interrelatedness of all living things. It makes use of the children themselves, their neighborhoods, and a variety of other communities of living things. Games, crafts, books and just plain facts are included to make a program rich in opportunities for learning and growth.

Ed 217.52 Introduction to Environmental Studies

This course is designed to awaken the interest of those new to environmental studies and those seeking an integration of their experiences. Nothing is more immediate and at the same time more far reaching than the environment. Is it beyond our control or is it what we make it? Such questions and their underlying concerns will involve us in the ecological, social, political, and aesthetic aspects of our daily lives as teachers, parents, and citizens. Field trips, speakers, investigations, readings, discussions and concrete workshop experience will be provided.

Ed 217.6 Outdoor Experiences for Children: Materials and Methods

A methods course designed for teachers and youth leaders who wish to explore natural history topics and basic ecological principles with elementary age children.

Ed 217.72 Marine Biology of Long Island Sound

This introductory course will focus on the physical processes necessary in understanding the biology of Long Island Sound. Emphasis will be on invertebrates, with attention also to algae and vertebrates. Ecology rather than the physiology of the individual organisms will be stressed.

Ed 217.91 Field Natural History

Observation, identification, and life histories of various plant and animal groups. Although not a methods course, it is designed for teachers. (This course is not for students specializing in botany, invertebrate or vertebrate zoology.)

Ed 217.92 Field Botany

An introduction to basic field botany techniques and methods. The field identification of vascular plants (ferns and flowering plants) will be emphasized.

Ed 311.35 Wetland Studies

The physical and biological nature of wetlands such as swamps, marshes and bogs will be studied. The role of wetlands in the water cycle and laws relevant to man's impact on them will be a focus. Extensive field experiences will enable students to develop collection and measurement skills.

Ed 311.4 Energy Education

The types of energy, the sources of energy and the uses of energy in our society and others is the focus. The environmental impact of our energy-using habits and the alternatives of the spaceship earth approach will be compared and contrasted.

Ed 311.5 (a,b,c) Environmental Studies: Advisory Services

This course makes the fullest possible use of the community resources. With the help of the Environmental Studies advisor, the student identifies a person in the community who has skills and knowledge the student wishes to learn. A contract is then developed between the student, the community resource and the Environmental Studies advisor which specifies what is to be learned and how mastery is to be measured. Resources include nature centers, corporations, and people active in environmental issues in the tri-state area.

Ed 311.8 Ecological Studies at the Devil's Den Preserve

This course will cover the history, development and use of the Preserve, as well as the ecological relationships of the environment. Field exploration and discoveries with resource staff who have helped create this unique scientific and aesthetic study area for environmental studies will be conducted. Students will be able to develop materials for their own use.

Open Education and Alternative Education

A major for persons concerned with developmental-interactive learning, based on responsive, flexible and humane teaching and learning. Courses are designed to blend theoretical understandings about children's and teacher's learning with practices that support those understandings.

Master of Arts Degree Requirements

1. Completion of 33 credits
2. Required courses:
 - a. Ed 229 Philosophical Foundations (at the beginning of the program)
 - b. Ed 399 Seminar in Education (at end of major, after 24 credits)
 - c. Ed 212 Case Studies in Open Education
 - d. 12 credits in Open Education, Early Childhood or Environmental Studies.
3. Electives: 12 credits with the approval of an advisor.
4. Critical Paper (In lieu of comprehensive examination)

The Certificate of Advanced Study Requirements for Major in Open Education

1. Completion of 30 credits in an approved program beyond the Master's level.
2. Required Courses:
 - a. Ed 321 Comparative Philosophies of Education
 - b. Ed 334 Theories of Learning
 - c. Ed 390 Practicum in Education
 - d. Ed 212 Case Studies in Open Education (if not taken on Master's level)
 - e. 12 credits in Open Education, Early Childhood or Environmental Studies
3. Electives: 6 credits with the approval of an advisor.

Open Education

Ed 206.2 Children and Their Books

Children's literature is the perfect vehicle for getting to know children and in turn helping children to develop self-awareness. With this in mind, this course is designed to introduce to teachers books which will be used as stepping-stones to a variety of activities. Through the demonstrations of lessons, interest centers, and "book-jobs," attention will be given to the encouragement of the natural relationship between language arts, music, art, and physical education. Attention will be directed toward giving children's authors and illustrators a definite place in school curriculum.

Ed 206.4 Individualized Materials for Reading

This course offers a variety of approaches to designing, constructing, and implementing reading materials. Specific methods of organization and record keeping will be investigated as they relate to backgrounds, experiences and goals of the participants in the course.

Ed 206.9 Innovative Ways for Teaching Children to Read

This course is designed to survey and evaluate trends, techniques, recent programs, and materials in innovative reading approaches. A wide variety of recent developments in reading will be explored. Specific and varied approaches will be investigated as they relate to backgrounds, experiences, and goals of the participants in this course.

Ed 208.3 Integrating Experience for the Upper Grades

This course will explore how a learning community can develop and how real experience can enrich curriculum content and skills. We will eliminate the vicarious. Participants will discuss the personal needs of students and teachers with special attention given to the blending of academic and social living skills. This course is especially relevant to middle, junior, and high school situations. A field experience — a short backpacking trip — will be required of all registered. Equipment will be supplied.

Ed 208.5 Alternative Approaches In Secondary Education

This course will focus on the importance of alternative education programs in junior and senior high schools. We will study theories of learning and consider how programs can be developed to meet the needs of learning. We will examine existing alternative programs and consider problems of starting a new program. We will consider the relationship between alternative programs and the traditional school. Central to all study will be questioning the purpose of schooling for adolescents and the role of the teacher in secondary education.

Ed 210 Workshop In Child-Centered Learning

An introduction to some of the thinking behind open education through process oriented workshops, readings, and discussions. Personal experience in actually doing, followed by reading and talking about practical application in the classroom. Sessions include an experience activity in the following areas: math, reading, language arts, art, crafts, social studies, movement, music, science, cooking, poetry, creative dramatics, cardboard carpentry.

Ed 212 Case Studies In Open Education

Each student identifies and shares a case with the rest of the class which deals with the relation of theory to practical matter of open classroom management. He or she then consolidates thoughts and suggestions made by the class along with helpful resources, and applies all of this input to organizing a strategy for dealing with the problem.

Ed 213.1 Language Arts In Relation to Skills and Creativity

Comprehensive course will focus on the following aspects of communication skills and expressive arts and their role and contribution in the classroom. Language: reading, speaking, listening, writing, drama, movement, dance, art, light crafts, creative music, mathematics, thought processes, film, television, design, photography, perceptivity.

Ed 213.6 Writing Workshop

Exploring various ways to engage pre-school and primary school children in poetic conversation, and poetry and creative writing appreciation in the classroom. The workshop experiences will be based on recent brain research. Workshops will include use of the environment, music, dance, the arts, and drama to stimulate and enhance the child's natural poetic speech, conversation, dictation, and writing.

Ed 214.4 Experiences to Develop Interdisciplinary Approach to the Study of the American Indian

This course will provide workshops in Indian art, weaving, crafts, dance, history, environmental understanding and plant identification, vegetable dyeing from the local plants, and discussion of the plight of the American Indian. The experiences provided will all be suitable for the classroom.

Ed 216.1 Teaching Mathematics In the 80's

Study of the child growth patterns in learning mathematics from a Piagetian point of view. Use of commercial and found objects to develop math concepts, e.g., Cuisenaire rods, Dienes blocks, attribute blocks, geoboards, junk materials, and activity cards. Developing awareness of math in other subject areas. Developing ability to quantify and express mathematics relationships in many media. All activities are related to use in the classroom.

Ed 216.2 Helping Children Who Have Problems with Math

The emphasis of this course will be on topics in grades 4-8. Course includes diagnosis of a child's math weakness, alternate ways to present topics in math, teaching topics to the child's attitude toward math.

Ed. 218.4 Organizing and Managing Today's Classroom

How to achieve effective teaching and independent learning in the elementary classroom. Techniques, skills and materials that have fostered student independence and academic achievement will be shared. Participants will be actively involved in analysis of curriculum for integrated approaches, discussion and evaluation of learning styles and modalities, and creation of teaching materials for individualized learning. Topics will include: using the basics to achieve individualization; integrating the reality of a curriculum with the philosophy of individualization; organizing the physical classroom to promote independent learning; creating materials to meet individual learning needs; easing paper work (scheduling, selection, record-keeping); setting priorities and budgeting time; relating to students; evaluation procedures; motivation, planning, and accountability.

BI 224 Physiological Foundations for Growth in Consciousness

For an individual to take responsibility for his or her own health and growth in consciousness, there exists the need for a clear picture of the language of the mind/body, its rhythms, its innate wisdom, and the incredible workings of its organizational hierarchy. The purpose of this course is to present such a picture. All the physiological systems of the body will be covered, with greatest emphasis on the nervous system. Relevant new discoveries in the field of psycho-physiology, neurophysiology, and parapsychology are adding important insights into the workings of this most complex creation. The course will emphasize these new understandings.

Ed 333.3 Educating Both Halves of the Brain

This course is a metaphor for thinking about individualization and integration — two familiar concepts in education. But it will take as a starting point some of the recent research on the hemispheres of the brain, a not-so-familiar concept in education. We will explore strategies for promoting many paths to learning (individualization) and a greater use of the total mind and body (integration of intuitive-holistic and analytic-verbal thinking).







Division of Religious Education

Division of Religious Education

Professor: Martin A. Lang, Director
Associate Professor: Rev. James H. Coughlin, S.J.

Religious Education

The Religious Education major in the Graduate School of Education is a program of scriptural, theological and catechetical studies that leads to the Master of Arts degree.

The purpose of the major is to provide theological and psychological preparation for educators and directors of religious education programs. It also provides informational background for those interested in professional improvement.

Students majoring in Religious Education must:

1. Complete 30 graduate hours of credit in the academic areas selected in consultation with the director.
2. Write a Master's degree thesis that incorporates basic research in the field of religion.

Pastoral Studies

The Pastoral Studies Major in the Graduate Division of Religious Education at Fairfield University consists in a concentration of studies and a supervised internship that leads to the Master of Arts degree.

The purpose of the program is to provide informational and experiential preparation for people who intend to enter new fields of ministry.

Students majoring in pastoral studies must:

1. Complete 30 graduate hours of credit in the academic areas prescribed in the catalog.
2. Complete an internship period.
3. Write a research paper which incorporates the specific experience gained from the internship with a personal theological understanding of ministry. Three credits are given for the work of the internship and the research paper. These are over and above the 30 graduate credits of the academic program.

The Internship

Students select the area of ministry for which they want to prepare. Then, with the approval of the director of the program, they select a professional worker in that field, a person of broad experience who is a full-time salaried employee in the area of ministry chosen by the student. This professional worker agrees to help train the intern and provides consultation services. If the student so chooses, this salaried professional may be obtained directly through the efforts of the pastoral studies program. Students work along with this professional keeping a written journal of their observations and reflections. This becomes the research paper, the final requirement for the Master of Arts degree.

Students majoring in Religious Education or Pastoral Ministry usually complete their work in five or six summers.

Students who wish to shorten that time may take one or two courses during the Fall and Spring semesters.

Family Ministry Concentration within the Pastoral Ministry Program

- I. The student must have the following prerequisites:
 - A. Nine credits in theology-religious studies, completed at the graduate or undergraduate level within the last five years. A student may complete these while enrolled in the Family Ministry concentration.

- B. The enrollment requirements fulfilled according to the stipulations of the catalog of the Graduate School of Education and Allied Professions.
- II. Requirements for the conferral of the Master of Arts degree in Family Ministry:
- A. The student must complete 33 credit hours in the courses prescribed.
- B. The student must complete an internship under the direction of a professional in the field, approved by the chairman of the department of Pastoral Ministry.
- III. Courses in the Family Ministry Concentration:
- A. Required:
1. RE 334 Faith Development in the Family
 2. So 252 Sociology of the Family
 3. So 253 Family Theory
 4. Ed 373.1 Family Counseling
 5. RE 216 New Testament Theologies
 6. RE 229 Christian Ethics, Personal and Communal
 7. RE 341.1 Human Sexuality and the Christian Life
- B. Electives:
- The student may choose three courses from among the following:
- RE 333 Religious Counseling and Spiritual Direction
- Ed 255 Group Process
- RE 254 Ministry to Families
- CS 231 Introduction to Community Services
- RE 205 Contemporary Theology and Culture
- Ed 376.6 Advanced Family Counseling
- C. Internship
- RE 475 Internship in Family Ministry

Master of Arts in Community Counseling with a Religious Orientation

See description of program on page 23 under Division of Counseling and Community services.

The Fairfield Plan for Religious Education and Pastoral Ministry Majors

The following is a highly compressed statement that should be read twice, first without reference to the "footnotes" which are, in reality, Fairfield's course offerings, then with attention to them so that you will have a very clear picture of where we stand.

- A. THE STUDENT IS EXPECTED TO UNDERSTAND HIS/HER CHRISTIAN HERITAGE AND ASSUME HIS/HER OWN PERSONAL FAITH POSITION:
1. (S)he begins with scripture, discovering that the biblical authors, reflecting their communities, adapted the original teachings of the prophets and then of Jesus to meet pastoral needs and address newly emerging challenges to faith: in a similar way, the student must personally accept biblical faith, then integrate it with the rhythms of his/her own contemporary lifestyle. (a)
 2. (S)he examines how articulations of faith have undergone development through the centuries, reflecting shifting cultural environments and thought patterns as well as variant forms of language. (b)
 3. (S)he realizes that divine revelation is an ongoing reality in the life of the Christian community and that God is always an active participant in the faithsharing phenomenon. (c)

4. (S)he finds that faith is nurtured in the first-hand religious experience which has ever been man's best apologia for the existence of God. (d) Christian faith gives man a vision of hope and a viable alternative to despair.
 5. Grounded in faith, (s)he must plumb the depths of his/her motivations, rigorously assessing his/her desire to share faith so that (s)he achieves a healthy measure of self-awareness and has a working grasp of his/her own identity. (e)
 6. His/Her moral approach must then lead him/her beyond personal ethics to the needs of the world community. (f)
- B. AS A PROFESSIONAL, THE STUDENT MUST LEARN TO MEET EACH OTHER PERSON:**
7. on his/her own grounds, taking into consideration the ways in which he/she learns best, his/her age, sex, and the social environment in which he/she lives. (g)
 8. as an individual acknowledging his/her autonomy in a manner commensurate with his/her psychological maturity, whether child or adult. Faithsharing never violates human autonomy. It sees its primary role as service. (h)
 9. on a believer-to-believer basis. These believer-to-believer encounters are the microcosmic units that comprise the larger Christian community. (i) These interactions, interpenetrated by God's Spirit, are sacramental. Faith-sharing relationships can and do occur outside the Christian community so that non-Christians also have valid ways of knowing God, ways about which Christians can fruitfully learn.
- C. AS A PERSON OF FAITH, THE STUDENT MUST HAVE EXPERIENCES OF WORSHIP:**
10. in the form of spontaneous prayer.
 11. in the form of communal, liturgical prayer when word and sacrament are linked as inseparable correlates. (j)

Religious education in the Christian tradition has always been a person-to-person, sharing experience. Without this element of human encounter, the best ideas and curriculum models do not breathe the life of Christian faith.

Graduate studies in religious education need to be scholarly and academically disciplined, yet they must also allow for the human interchange that is the essential setting for the faith-sharing experience.

THE FAIRFIELD PLAN

*RE 216		New Testament Theologies and their Catechetical Implications	
*RE 220	(a)	Johannine Theology and Present Religious Thought	
RE 223			Pauline Theology and Religious Thinking Today
*RE 380			Biblical Theology and Religious Education
RE 385		The Wisdom Literature of Israel	
RE 343	(b)	Contemporary Theology and Culture	
RE 218			Current Christological Issues
RE 222	(c)	The Presence of God in Human Life	
*RE 334	(d)	Faith Development in the Family	
ED 241	(e)	Psychology of Personal Adjustment	
RE 229	(f)	Christian Ethics: Personal and Communal	
RE 341.1	(g)	Human Sexuality and the Christian Life	
So 252			The Sociology of the Family
*RE 254	(h)	Ministry to Families	
RE 303			Women and Ministry
*RE 475	(i)	Internship in Pastoral Ministry	
RE 252			The Church: Varied Patterns of Definition
RE 314	(j)	Religious Anthropology: Worship	

(*) Required for Pastoral Ministry Majors

Students elect ten of the preceding courses and:

- If majoring in Pastoral Ministry serve out an internship in a ministry of their choice.
- If majoring in Religious Education complete a full length research thesis.

THE INTERNSHIP: Students intern in the following ministries: Campus Ministry, Youth Ministry, Hospital Ministry, Family Ministry, Cultural Minority Ministry, Prison Ministry. In addition, they may choose to intern in any other ministry in which they can work with a full-time professional who can serve as their supervisor. The supervisor works with the student on a close personal basis giving a weekly oral critique of the student's performance and submitting a final written report. In this capacity the supervisor serves as an agent of the university receiving a modest stipend for services rendered.

Students intern two days a week for two semesters. Summer interns work a total of 60 days. All interns register for RE 475 which is required over and above the ten courses of the regular program.

The spirit behind the internship is to learn from the best professionals in the country. Students are directed to work with these people in their chosen field of specialization so that they may gain rich experience from on-the-job training.

Courses are offered on a rotating cycle. Special electives given by prominent scholars are offered each summer. See the summer catalog for the specific courses that are available in the summer.

Course Descriptions

RE 205 Contemporary Theology and Culture

A study of contemporary theological thinking for teachers and clergy centering on the themes of Christian faith as they are understood in today's terms. Present understandings of sin, grace, ongoing creation, redemption, the person and work of Christ, the Holy Spirit and creation are discussed for use in teaching.

***RE 216 New Testament Theologies and Their Catechetical Implications**

The synoptic gospels as theological adaptations of the original "Jesus teaching." The evangelists and the primitive Christian community as shapers of the message, adapters to the needs of the peoples of their times. A catechetical methodology is developed based on the presentations of the evangelists and the pedagogical procedures they employed using the tools of higher criticism. Participating student work based on readings from Taylor, Leon-Dufour, Jeremias, Dodd, Marxen, and Perrin.

RE 218 Current Christological Issues

Contemporary theological thinking about the person of Jesus and his significance for Christianity today. Traditional doctrinal statements about the Christ of faith compared with current efforts to recover the historical Jesus. The quest to reestablish the centrality of Christ in Christian catechetical teaching. Problems of the self-awareness of Jesus, his divine and human character.

***RE 220 Johannine Theology and Present Religious Thought**

A study of the gospel according to John from the viewpoint of Christian meditation and mysticism. The gospel is understood as a series of liturgical readings originally used by the early Christian community to reflect on Christ in the light of the Jewish tradition.

The stress is on the "now" character of the gospel, as a means of living the Christian life. The tools of higher biblical criticism are used to uncover the basic Johannine themes.

RE 222 The Presence of God in Human Life

An investigation of the problem of God as formulated in contemporary theology with various efforts at reinterpreting the current God language. Attention is focused on the experience of God in daily human life. The issues are investigated from within the theological framework of Judeo-Christian thought and for the purposes of spiritual growth.

RE 223 Pauline Theology and Religious Thinking Today

Contrasts and similarities between thinking found in the Pauline body of literature and today's approaches to religion and life. Attention to such themes as sin, justification, baptism, eucharist, and church. Readings from Paul and the commentaries. The Pauline themes and church practices as models of study for the religious educator in his appraisal of Christianity today.

RE 229 Christian Ethics: Personal and Communal

An exploration of newly developing Christian positions in ethics. The community as well as the person in moral decision-making. The personal "ought" as rooted in the social "ought." Man as responder. Major contemporary moral issues will form the background of the course.

***RE 254 Ministry to Families**

A study of the theory and techniques of family-centered catechetics for parishes. Several family-centered models are discussed along with practical outlines for implementation. Particular attention is given to the structures of American Catholic families and their emerging relationships within parish life. The course is intended for all who are working professionally or as volunteers in parish religious education and schools.

RE 303 Women and Ministry

A study of the relationships between women and the priestly/prophetic/educational work of the church. Emphasis on women in contemporary U.S. culture, and on the meaning of sisterhood in this context.

RE 314 Religious Anthropology: Worship

Prayer, myth, song and ritual as cultic practices adapted to express man's deepest religious needs. Models drawn from the Old and New Testaments as setting patterns for Judeo-Christian forms of worship. The crisis to old forms and present attempts to re-establish prayer; reclaim myth and construct newer participatory models.

RE 333 Religious Counseling and Spiritual Direction

An overview of the psychological and spiritual growth processes provides the foundation for an understanding of spiritual direction and religious counseling. Various models of counseling and direction will be discussed along with such topics as obstacles to spiritual growth, prayer, discernment and referrals.

***RE 334 Faith Development in the Family**

A study of the faith history of the adult to determine the theological and ethical models operative in his life. Adult growth through basic "positions" is analyzed. Present psychological and theological understandings are integrated to shed light on individual religious histories. New interviewing techniques are demonstrated and TV tapes aid in the analysis.

RE 341.1 Human Sexuality and the Christian Life

Human sexuality as a complex of emotional-intellectual and physical reactivities integrated with the Christian life. Starting with an exploration of incarnational theology the course will examine the means and possibilities of love as central to Christian faith. It will analyze the tensions and unities implied in what is generally understood by the terms female and male. Against this theoretical background practical issues will be examined: sex education, the new sexual revolution, homosexuality and divorce. The objective will be to assist religious educators to develop clear Christian positions that incorporate the general cultural interest in sexuality.

***RE 380 Biblical Theology and Religious Education**

The interrelationships and evolutions of ideas about both God and man traced from the Old through the New Testament. The rich legacy of the faith of Israel couched in psalm, poetry, epic, and myth revealing such bed rock concepts as covenant, messianism, redemption, transcendence, spirit and prophetic charisma. The effort will be to "translate" fundamental biblical notions into intelligible and fruitful ideas for men today.

***RE 475 Internship in Pastoral Ministry**

Internship students select the area of ministry for which they want to prepare. Then, with the approval of the director of the program, they select a professional worker in that field, a person of broad experience who is a full-time salaried employee in the area of ministry chosen by the student. This professional worker agrees to help train the intern and provides consultation services. If the student so chooses, this salaried professional may be obtained directly through the efforts of the pastoral studies program. Students work along with this professional keeping a written journal of their observations and reflections. These become the research paper, the final requirement for the Master of Arts degree. Internships available in the Campus Ministry, Youth Ministry, Healing Ministry, Family Ministry, and many others.

Clinical Pastoral Education (C.P.E.)

A special arrangement permits students to acquire a full quarter of Clinical Pastoral Education (C.P.E.) at Park City Hospital in fulfillment of their internship requirements at Fairfield University.

**Required for Pastoral Ministry Majors*



Courses Offered at Off-Campus Locations

Courses Offered at Off-Campus Locations

Ed 201.1 Gesell Seminar on Developmental

One premise of the Gesell Institute is that a child's maturational readiness should be the base used for grade placement. The one-day seminar presents this developmental placement philosophy, discussing past research, the cycles and stages of child development, and the importance of school readiness. *1 credit*

Ed 201.2 Gesell Screening Workshop

A three-day screening workshop on assessment of pre-Kindergarten, Kindergarten and pre-First graders — "A Developmental Point of View." *2 credits*

Ed 201.3 Gesell Internship Training Workshop

The Gesell Internship Training Workshop is a four-and-a-half day workshop designed to instruct students in the administration and interpretation of the School Readiness Test, determining the maturity level of school-age children. The course is devoted to philosophical and practical presentations in each of the morning sessions and instruction and assessment procedures in the afternoon.

Ed 201.4 Gesell Institute Preschool Workshop

The Gesell Institute Preschool Workshop is a four-and-a-half day workshop designed to instruct students in preschool assessment, determining the maturity level of preschoolers, and "how not to work with preschoolers."

Ed 201.5 Gesell Institute Infant/Toddler Workshop

This workshop is a three day workshop designed to instruct students in the area of infant/toddler assessment, Gesell philosophy, and gives each student an opportunity to assess one infant/toddler under supervision. The three days are used (advisedly) for an attempt to chart, in a systematic manner, the major areas of infant/toddler behavior. *2 credits*

Ed 202.5 Early Learning Center Workshop Week

Although the Early Learning Center has some roots in the work of Maria Montessori, the Center follows many of the practices in the British Infants Schools. The curriculum is modeled after Montessori's work and includes materials in the sensorial, mathematics, sound/music, practical life and art areas. The teaching philosophy of the Early Learning Center will be presented and the workshop covers curriculum management roles, record keeping, video review, and coaching.

Ed 222 Methods to Improve Thinking

This course sheds entirely new light on the concept of intelligence and thinking ability. Participants will discover that human intelligence is made up of specific, discrete skills and that these skills, contrary to what has long been believed, are teachable skills. Participants will explore thinking skills such as thingmaking, qualification, seeing analogies, classification, structure analysis and operation analysis. After this, participants will be shown literally hundreds of simple classroom strategies for employing the skills in their content teaching.

Participants must attend 18 hours of classroom instruction, prepare classroom projects and spend a minimum of 8 weeks in implementing the projects in their classrooms under the instructor's supervision. Each student is expected to submit a written evaluation of the outcomes.

Ed 246.3 Psychology of Adult Learning and Development

The course will present the present state of theory about the adult learner and adult development with emphasis on life span changes, lifelong learning and the positive use of developmental stressors. The theoretical will be concretely applied to each student's situation to improve self-understanding, interpersonal relationships and professional life.

Ed 290.5-Ed 290.6 Administrators Internship Program I-II

A six-credit sequence for experienced teachers to identify and prepare potential school administrators. The broad purpose of the two courses is to provide initial testing and on-going evaluation through supervision by the principal of specified administrative task(s). In conjunction with the supervised task(s) the interns will participate in four workshops each year in such areas as setting goals and objectives, implementation of school philosophy, value-oriented programs for students and parents, interviewing skills, teacher evaluation and in-service programs, communication skills, family systems, scheduling and assertiveness training.

Ed 297.1 C.E.A. Leadership Workshops

(1 credit modules in the following areas)

Grievance processing, women's leadership training, public relations/community organizing, personal leadership skills, political action and lobbying, the vital link — the faculty representative, local association management, the organization — developing your local.

Ed 297.4 Teacher Effectiveness Training

This course is based upon the nationally acclaimed model of communications and conflict resolution developed in his books for parents, teachers, leaders and the helping professions generally by Dr. Thomas Gordon. It explores a conceptual framework for human relationships and teaches specific skills aimed at maintaining and promoting a climate of mutual respect, responsibility and reciprocity. The main focus of the course is upon the following areas of skills development in terms of their resulting behavior changes:

- Problem-Ownership
- Listening Skills
- Constructive Confrontation
- Shared Problem-Solving
- Contract Management
- Values Conflicts

Ed 297.5 Leader Effectiveness Training

This course is designed to reduce the kind of problems that are being identified increasingly in organizations as one major cause for the difficulties being encountered by educators in their internal and public relationships. L.E.T. recognizes such maladies as the result of people's negative reactions to certain ways of communicating with one another: patterns that are predictable and unavoidable without a change in communications knowledge, skills and methods. L.E.T. focuses on a wide variety of "how to" skills that result in increased productivity and a more satisfying work climate for all "partners in learning."

Ed 330.5 Creativity in Living and Learning

A week-long intensive workshop course in theatre exercises and improvisation for people interested in stimulating their own approach to living, learning and teaching — educators in gifted/talented programs and all other disciplines, artists, leaders of community groups, any one involved in educational and community services.

Ed 334.7 Project T.E.A.C.H.

This course is concerned with the following areas: utilization of verbal skills, maintaining discipline and building rapport with the positive support of skills, discipline in learning problems, the use of counseling in motivating students, confrontation through non-confrontation strategies and an understanding of group dynamics and group decision making.

Ed 364.5 Project P.R.I.D.E.

"Professional Refinements in Developing Effectiveness" helps you develop your ability to: analyze the classroom practices of teachers; learn to deal with critical incidents in the classroom; recognize the impact of nonverbal communications; motivate change in behavior; hone your classroom questioning techniques.





Admissions,
Tuition and Fees,
Financial Aid, and
Student Services

Admissions: Policies and Procedures

Categories of Students

Regular Students are those admitted without conditions into regular programs and who are working toward degrees.

Provisional Students are those admitted with conditions. Students admitted as Provisional may attain Regular Status upon completion of 12 semester hours with at least a B average.

Special Students are those who enroll for courses to meet their particular needs, without entering a degree program. A maximum of 12 credits may be earned in this classification. Students must request permission in writing to obtain additional credits, and must state they understand such credits cannot be used to obtain a Master's degree or Certificate of Advanced Study.

Unclassified (conditional) Students are those whose records are not complete or have not yet been evaluated by the time of registration, but who seem to be qualified. Upon signing a Registration Waiver they are allowed to register for courses conditionally pending the filing and evaluation of their credentials. This status may not exceed one semester. Such students enroll at their own risk, and may be terminated at any time if their complete records are not acceptable or available.

There is no category of "auditor." In special circumstances auditing may be permitted when authorized by the Dean. Consult schedule of fees for auditing cost.

All students regardless of their status must meet all standards and comply with all regulations and admissions criteria.

Admissions Criteria

Admission to the Graduate School of Education and Allied Professions is granted to applicants who hold a bachelor's degree from an accredited college or university, and who give promise of meeting the standards set by the School. Ordinarily an undergraduate cumulative quality point average of 2.5 is required.

Applicants for the Certificate of Advanced Study must hold a Master's degree from an accredited college or university, with a 3.0 cumulative quality point average.

Applicants who have a professional degree must have in their previous studies an acceptable distribution of courses in the arts and sciences.

Individual divisions may, in addition, set their own requirements concerning specific undergraduate majors, course distributions, interviews, adequate scores on appropriate tests and course waivers.

Only in the case of applicants admitted as regular students or provisional students is there any commitment by the School to the student in terms of status, and in the case of a provisional student, this is a limited commitment.

All foreign students from non-English speaking countries must submit proof of proficiency in the English language.

Admissions Procedures

A. Applicants for a Degree Program: A student seeking admission to a degree or certificate program must complete the following procedure: (Catalogs and applications are available in the office of the Director of Admissions.)

1. Complete and submit an application accompanied by the Application Fee.
2. Arrange to have all official undergraduate and graduate transcripts sent to the Director of Admissions.
3. Submit one letter of recommendation, preferably from current employer or supervisor.

B. Special Student Status (Non-degree program) - An individual desiring to enroll for courses on or off campus without seeking a degree or certification.

1. Complete and submit an application accompanied by the Application Fee.
2. Complete "Individual Certifying Form."

No transcripts or grades will be issued until the proper documents are received and approved by the Director of Admissions.

Tuition and Fees

The schedule of tuition and fees follows:

Application for admission (not refundable)	\$15.00
Registration, per semester	15.00
Tuition per semester hour	110.00
Late registration (Additional)	25.00
Change in individual course	10.00
Deferred Examination	10.00
Evaluation report fee for foreign educational credentials	30.00
Transcript	2.00
Commencement Fee (Required of all degree recipients)	40.00
Observation Fee for Ed 183	50.00
Practicum Continuation	50.00
Tests Materials Fee (for Ed 338-339.1, Ed 340, Ed 341-342.1)	25.00
Film Fee	20.00
Materials Fee	10-20.00
Auditing Fee, per three credit course	220.00

Clergy and religious receive a 25% discount on tuition.

Tuition and fees are payable at registration.

Veterans

Fairfield University is approved as an institution for the education of veterans.

International Students

International students must provide evidence of adequate financial resources, and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations of all academic records. The University provides this service in the event the student does not have an English translation. All international students whose native language is not English must demonstrate proficiency in the English language. The Graduate School offers a special six-credit course to all international students whose native language is not English, entitled Communication, Research and Reporting. The description of this course Ed 215.1 may be found in the course descriptions for the Division of Foundations and Teaching. The course will be given during the fall semester and will be repeated in the spring if enrollment warrants it.

Refund of Tuition

All requests for funds must be submitted to the Registrar's office immediately after the withdrawal from class. The request must be in writing and all refunds will be made based on the date notice is received and according to the following schedule: (No refund of fees)

	Amount refundable
Before first scheduled class	100%
Before second scheduled class	90%
Before third scheduled class	80%
Before fourth scheduled class	60%
Before fifth scheduled class	40%
Before sixth scheduled class	20%
After sixth scheduled class	0

Refund takes 4-6 weeks to process.

Financial Aid

University Tuition Scholarships and Internships

A number of University scholarships are available to assist promising and deserving students. Awards are made on the basis of demonstrated ability, financial need, and professional promise. Although awards are made for one semester, applications for renewal may be submitted.

The applicant normally must have completed a minimum of 12 credits at the Fairfield University Graduate School of Education and Allied Professions before being eligible to apply for a University scholarship. In rare cases, where the student presents superior records, the Dean may request that the prior attendance requirement be waived. The student must, in addition, enroll for a minimum of 12 credits during the semester for which a scholarship is requested. Scholarships are allocated in the form of tuition credits. Six tuition credits is the maximum allocation per student, per semester. Scholarships do not cover application, registration, or other University fees.

A limited number of assistantships in Educational Media and Television, Multicultural Education and Special Education are available. The internships normally cover all tuition charges up to a maximum of 12 credits. In return for the internship the student must work a maximum of 20 hours per week in the appropriate division and under the direction of the division director.

Applications are to be submitted to the Office of the Dean at least three weeks prior to the first day of registration for any given semester.

Residence Hall Staff Positions

Resident Advisors serve the students on residence hall corridors in a variety of ways. They supervise student behavior in the residence halls and they advise and counsel students within the limits of training and capability on academic and social matters.

Resident Advisors must be single and must be enrolled in the University as graduate students or as regular undergraduate junior or senior students.

Resident Advisors receive as remuneration room and board, linen, medical insurance, graduate fees if applicable and \$330.00 stipend per academic year paid on a semi-annual basis. Interviews for the positions are conducted in February.

Application forms may be obtained in January by writing to:

Director of Student Residences
Loyola Hall
Fairfield University
Fairfield, Connecticut 06430

Guaranteed Student Loans

Under this program, graduate students can borrow up to \$5,000 per year from a bank in their home state. Students with family incomes above \$30,000 per year must submit to a needs analysis.

Generally no interest accrues on the loan while the student is in school and the principal is also deferred until after graduation when a 9% simple interest charge begins to accumulate. Repayment may be extended over a maximum of 10 years.

Student Services

Many of the University's student services are available to students in the graduate schools, and graduate students are invited to participate in the non-academic facets of campus life.

Housing

Housing facilities for graduate students are not available on campus.

Placement Office

The Placement Office was created by the University for its students and is located in Loyola Hall. Students and alumni wishing assistance are invited to take advantage of the services provided by this office.

The Campus Center

The Campus Center is the social focal point of the University for all segments of the University community. The Center is open weekdays and Sundays from 8 a.m. to midnight and Fridays and Saturdays from 8 a.m. to 1 a.m.

Included in the Campus Center facilities are: the bookstore, game room, mail room, dining rooms, meeting rooms, music rooms, the Oak Room, ride boards, weekly activities bulletin, and the Stag-Her Inn (snack bar open Monday-Thursday, 8 a.m. - midnight; Friday, 8 a.m. - 1 a.m.; Saturday, noon - 1 a.m.; Sunday, noon - 11 p.m.).

Recreational Complex

One of the newest additions to the campus is the Recreational Complex. Included in this multi-purpose facility are handball/racquetball courts; basketball, tennis, and volleyball courts; swimming pool; weight rooms; saunas; whirlpool, and dance room. Graduate students are eligible to join during each semester they are enrolled. Membership is \$55 per semester, and you must present a valid University ID and a current registration receipt. The Recreational Complex office is open from 10 a.m. to 3 p.m. For complete information call between 10 a.m. and 3 p.m. daily, ext. 2603.

Special Events

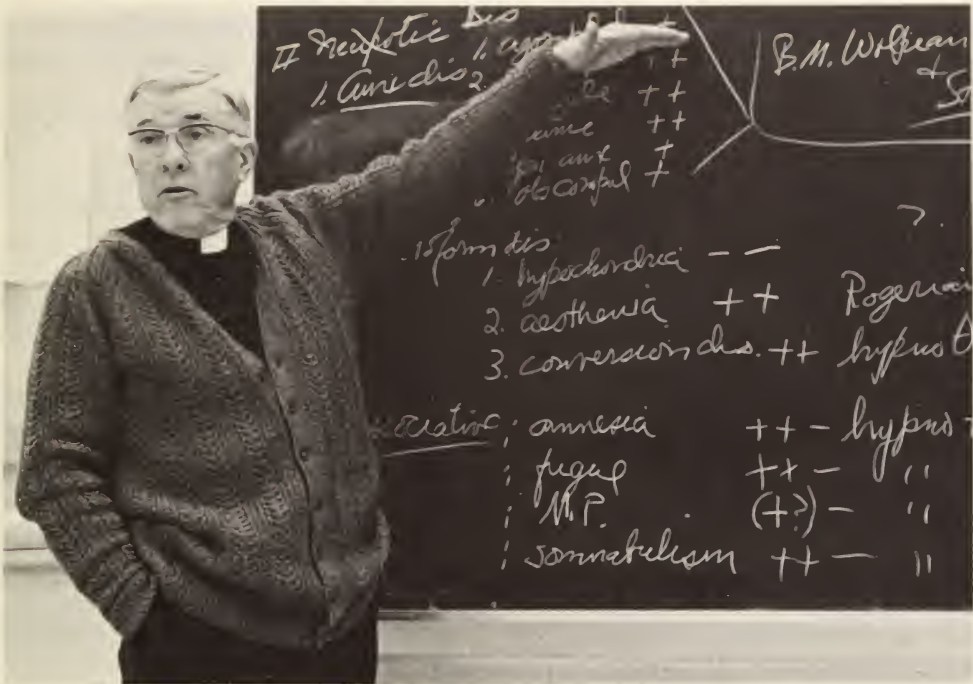
A continuous series of special events including exhibitions, lectures, films, dramatic and musical programs, and conferences is scheduled throughout the academic year. These events are open to all members of the University community, and most of them are free. For a complete calendar of events contact the Office of Special Events, ext. 2644.

University Printing Service

The printing department operates Monday through Friday from 8:30 a.m. to 4:00 p.m. on the ground floor of Loyola Hall. It offers the following services: duplicating, Xerography, offset printing, design, folding and inserting. Call extension 2431 for more information.

Parking

All vehicles *must* display a valid parking permit and park properly in the designated area. Parking permits may be obtained at Security, Room 3, Loyola Hall. Unauthorized vehicles in handicapped, fire lane or service vehicle spaces *will* be towed at the owner's expense. Handicapped vehicles must properly *display* an official State or Fairfield University Handicapped permit. University permits may be obtained through Security. A pamphlet detailing traffic and parking regulations is available at Security.



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Fairfield University Graduate School of Education and Allied Professions Calendar 1982-1983

1982 Fall Semester

Aug. 2 - Sept. 3	.....	Mail and Walk-in Registration
September 8	..... Wednesday	Registration - 4:30-6:00 p.m. (with advisors)
9	..... Thursday	Registration - 4:30-6:00 p.m. (with advisors)
13	..... Monday	Fall classes begin
October 11	..... Monday	Holiday - no classes
November 5	..... Friday	Comprehensive exams - 3:30 p.m. Critiques due
25	..... Thursday	Thanksgiving recess begins
29	..... Monday	Classes resume
December 14	..... Tuesday	Final exams - Tuesday classes
15	..... Wednesday	Final exams - Wednesday classes
20	..... Monday	Final exams - Monday classes
21	..... Tuesday	Final exams - Thursday classes

1983 Spring Semester

January 3-18	.....	Mail and Walk-in Registration
19	..... Wednesday	Registration - 4:30-6:00 p.m. (with advisors)
21	..... Thursday	Registration - 4:30-5:30 p.m. (with advisors)
24	..... Monday	Spring classes begin
February 21	..... Monday	Winter recess begins
28	..... Monday	Classes resume
March 18	..... Friday	Comprehensive exams - 3:30 p.m. Critiques due
April 1	..... Friday	Spring recess begins
11	..... Monday	Classes resume
May 9 Monday	Final exams begin
12 Thursday	Final exams end
22 Sunday	Commencement

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FAIRFIELD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS
 FAIRFIELD, CONNECTICUT 06430
ADMISSIONS PROCEDURE

Every student must submit an application

APPLICANTS FOR A DEGREE PROGRAM

Complete and return application accompanied by \$15.00 Application Fee

Arrange to have all official undergraduate transcripts sent to the Director of Admissions

Arrange to have one letter of recommendation submitted, preferably from your current employer or supervisor

SPECIAL STUDENT STATUS

An individual desiring to enroll for courses on or off campus without seeking a degree or certification

Complete and submit an application accompanied by \$15.00 Application Fee

Complete "Individual Certifying Form"

No transcripts or grades will be issued until the proper documents are received and approved by the Director of Admissions.

PLEASE TYPE OR PRINT ALL INFORMATION

Date of Application _____ Fall Spring Summer Social Sec. # _____

Name _____
(last) (first) (middle) (maiden name or religious family name)

Address _____ Home Telephone _____

Employer _____ Employer's Telephone _____

Address _____ Present Position _____

Date of Birth _____ Citizen yes no Sex M F Married Veteran

Will you attend Full Part time? Do you intend to transfer graduate credits? yes no

If yes, how many _____ (maximum of six credits accepted)

Check appropriate boxes:

Candidate for MA Certificate of Advanced Study or Special Student

Intended Major field of study _____

Candidate for Certification Program: Provisional Standard In what area? _____
 What state? _____

PROFESSIONAL INFORMATION

Do you now hold a teaching certificate? yes no Provisional Standard On what level?
 Elementary Secondary

For what subjects? _____ When awarded? _____ In what state? _____

Do you hold any advanced professional certificates? _____ If yes, specify the kind, and the dates awarded:

EDUCATIONAL RECORD

Secondary school attended _____

Dates _____

Colleges attended _____

Dates _____

Major Field _____

Minor Field _____

Degree and date _____

Graduate Schools attended, if any _____

Dates _____

Field of study _____

Degree and date _____

Supplementary Education _____

If applying for certification in Counseling, Psychology or Special Education, list employment, other than teaching, with dates.

Give the name and address of the individual from whom you requested a recommendation

I hereby certify that the information given above and in any attached documents is complete and accurate.

Date _____

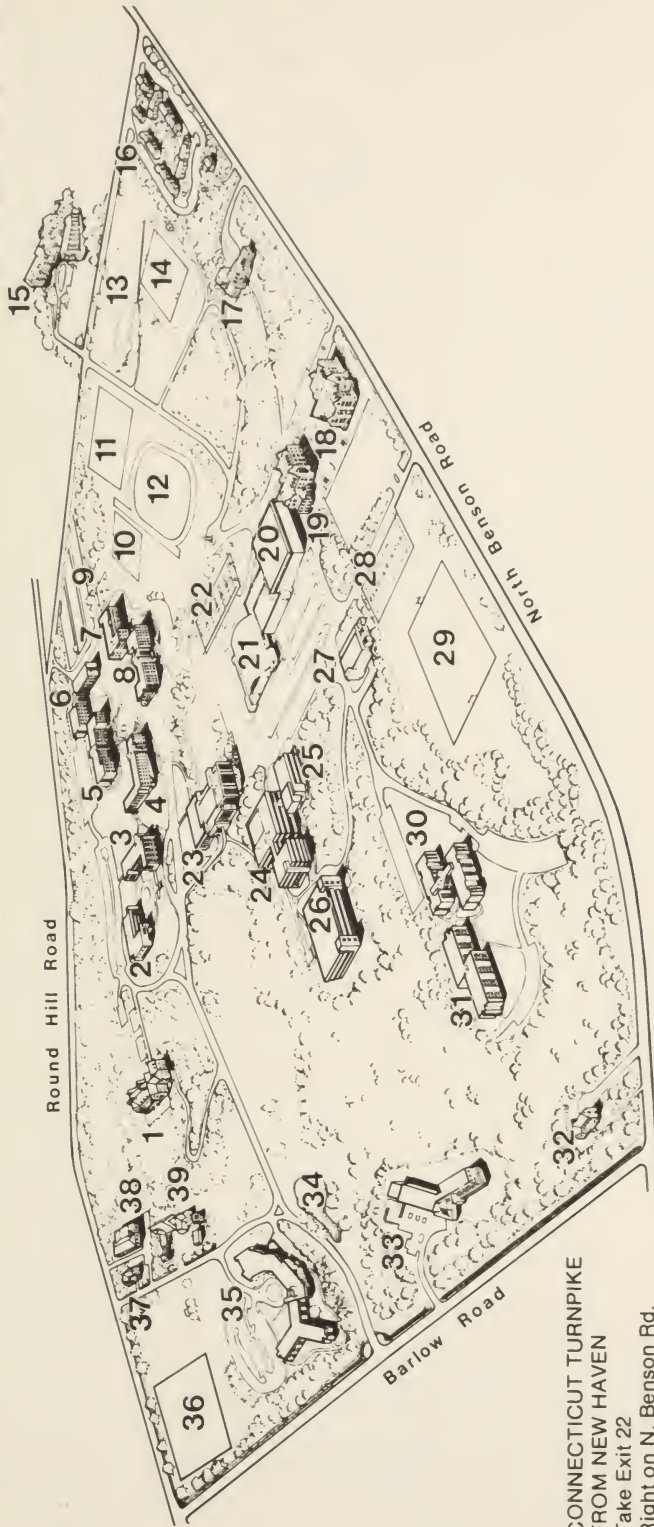
Signature of applicant _____

In essay form concisely state your reasons for wishing to undertake graduate work at Fairfield University. (Use additional sheet, if necessary.)

FAIRFIELD UNIVERSITY CAMPUS

CONNECTICUT TURNPIKE
FROM NEW YORK
Take Exit 22
Left on Round Hill Rd.

FROM MERRITT PARKWAY
Take Exit 44
Black Rock Turnpike
Turn Right at Stillson Rd.
Bear Left into N. Benson Rd.



CONNECTICUT TURNPIKE
FROM NEW HAVEN
Take Exit 22
Right on N. Benson Rd.

1. Bellarmine Hall
2. Faculty Office Building
3. Camisus Hall
4. Gonzaga Hall
5. Regis Hall
6. Northwest Hall
7. Campion Hall
8. Loyola Hall
9. Basketball Courts
10. Playing Field

11. Intramural Field
12. Varsity Field
13. Baseball Field
14. Alumni Field
15. Julie Hall
16. Student Town House Complex
17. McAuliffe Hall
18. Xavier Hall
19. Berchmans Hall
20. Recreational Complex

21. Alumni Hall - Gymnasium
22. Tennis Courts
23. Campus Center
24. Bannow Science Center
25. School of Nursing
26. Nyselius Library
27. Central Utility Facility
28. Tennis Courts
29. Grauert Field
30. Southeast Hall

31. Fareast Hall
32. Jesuit Residence - St. Robert
33. Jesuit Residence - St. Ignatius
34. Bellarmine Pond
35. Center For Financial Studies
36. Barlow Field
37. Southwell Hall
38. Playhouse
39. Maintenance

**FAIRFIELD
UNIVERSITY**

Fairfield, Connecticut 06430

(203) 255-5411